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ABSTRACT

This report describes the administrators, teachers, and students involved in the Los Angeles (California) Unified School District's programs for students whose primary language is not English. The students were in elementary, secondary, and special education programs. Survey results are summarized at the beginning of the paper, followed by a more in-depth description of the survey, and four appendices which make up about three-quarters of the document. The appendices describe the procedures used to identify and assess the limited English Proficient students; present the tables of data collected in the survey; present the instruments used to collect the data and assess English proficiency; and describe the instruments--the Home Language Survey, the Basic Inventory of Natural Language, and the Bilingual Program Surveys. Conclusions indicated that although the number of limited English speaking students increased from 1982-83 to 1985-86, most categories of school staff did not increase at the same rate. (JGL)

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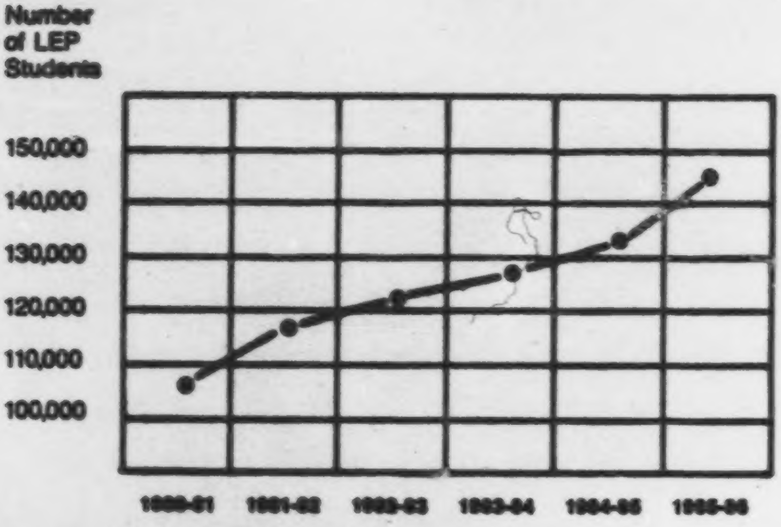
BILINGUAL PROGRAM SURVEY REPORT

1985-86

Publication No. 494



RESEARCH & EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

TM 870 433

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LOS ANGELES UNIFIED SCHOOL DISTRICT
BILINGUAL PROGRAM SURVEY REPORT
1985-86

Publication No. 494

Research and Evaluation Branch
Los Angeles Unified School District
Fall 1986

LOS ANGELES UNIFIED SCHOOL DISTRICT

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Summary of the Bilingual Program Survey Report

1985-86

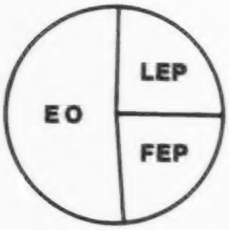
How many Limited-English Proficient (LEP) students attend LAUSD schools?

The chart below describes the number of LEP students enrolled in the 1985-86 school year.

Elementary	106,714
Secondary	34,465
Special Ed.	4,030
Total	145,209

How many LAUSD students are from non-English language backgrounds?

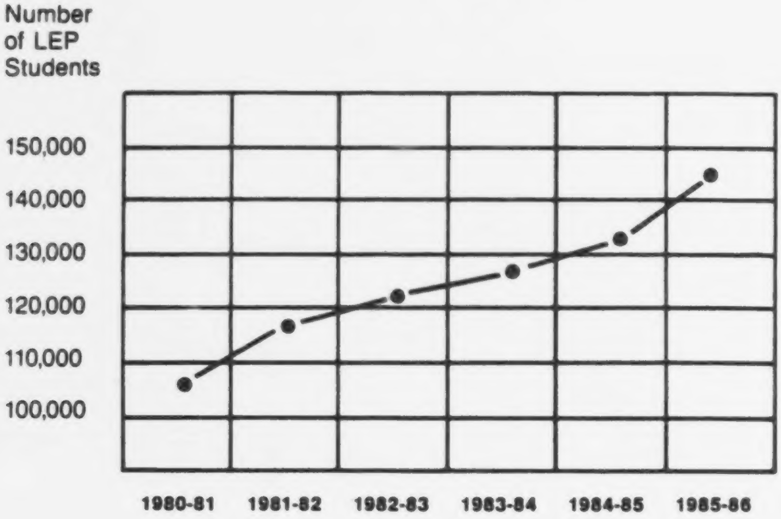
The following graph presents the 1985-86 District breakdown of LEP, Fluent-English Proficient (FEP), and English-only (EO) students.



LEP	145,209	(25%)
FEP	139,715	(24%)
EO	293,839	(51%)
Total District Enrollment	578,763	

Has the LEP student body grown in the past six years?

The chart below illustrates the steady growth of LEP student enrollment during the 1980s -- an average increase of 6.2% per year.



What major languages are spoken in the school district?

In 1985-86, the district recorded 78 languages spoken by the 145,209 LEP students. The most widely spoken languages are listed below.

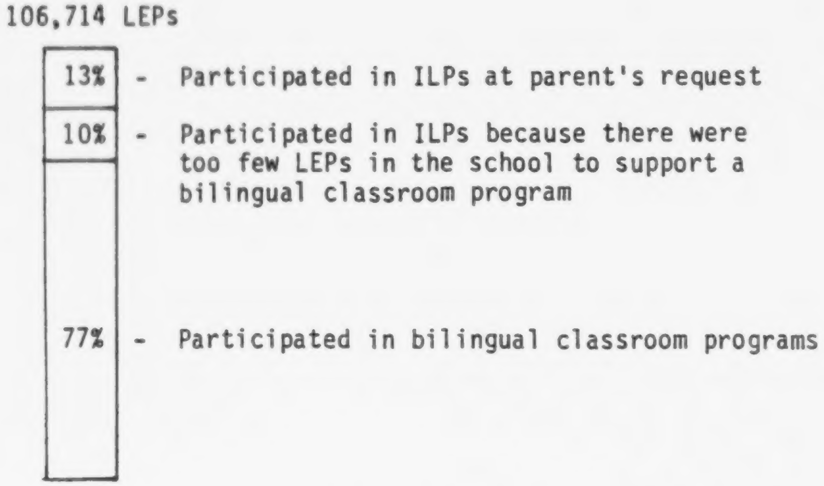
Primary Languages of LEP Students

Language	No. of Students Speaking the Language	Percentage of all LEP students
Spanish	130,272	90%
Korean	2,897	2%
Cantonese	2,238	2%
Vietnamese	1,873	1%
Pilipino	1,283	1%
Armenian	927	.5%
Farsi	926	.5%
All others	4,793	3%
Total	145,209	100%

In which programs do most LAUSD students participate?

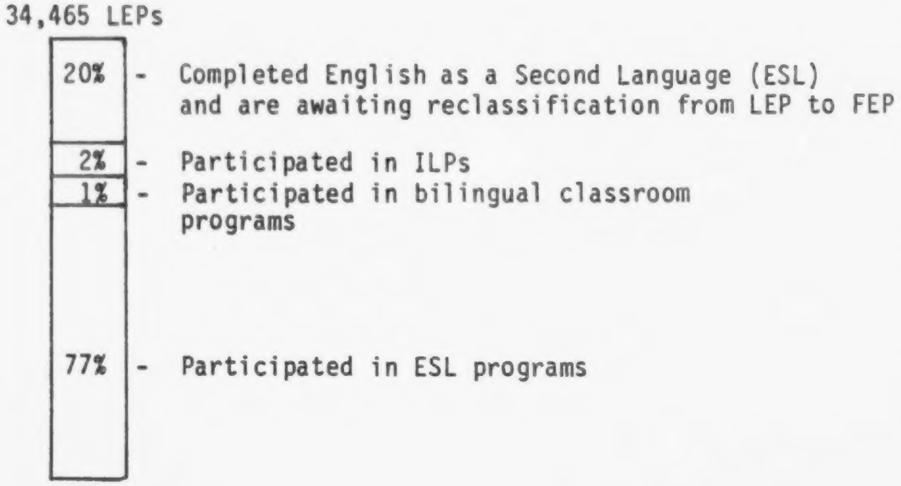
Elementary Bilingual Program

106,714 elementary school LEP pupils participated in the 1985-86 bilingual program. Pupils were enrolled in either full bilingual classroom programs or in Individual Learning Programs (ILPs).



Secondary Bilingual Program

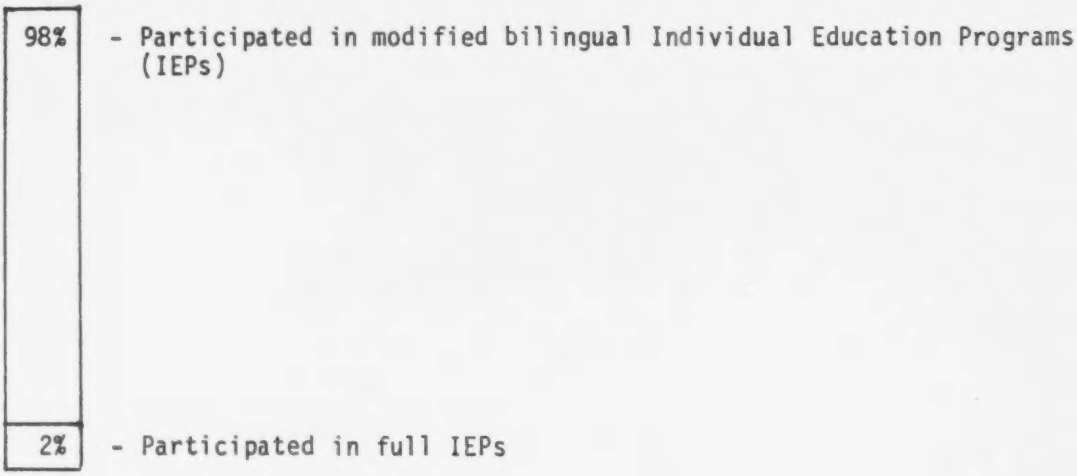
34,465 secondary school LEP students participated in the 1985-86 bilingual program.



Special Education Bilingual Program

4,030 bilingual special education students participated in the 1985-86 program.

4,030 Special Education LEPs



Who teaches LEP students?

Elementary Bilingual Program

Of the 9,494 classroom teachers instructing LEP pupils in elementary bilingual classroom programs and ILPs,

1,570	(17%)	had bilingual credentials
491	(5%)	had District A level fluency
305	(3%)	had District B level fluency
612	(6%)	had District C level fluency

Of the 9,494 classrooms listed above, 5,791 contained full bilingual classroom programs. Of the 5,791 teachers instructing LEP pupils in bilingual classroom programs,

1,503	(26%)	had bilingual credentials
450	(8%)	had District A level fluency
251	(4%)	had District B level fluency
487	(8%)	had District C level fluency

Elementary LEP pupils were assissted by

6,117	bilingual crosscultural teacher aides
1,399	bilingual adult volunteers

Secondary Bilingual Program

Of the secondary teachers serving LEP students,

291	had bilingual credentials
347	had District A level fluency
60	had District B level fluency
45	had District C level fluency

Of the 1,844 class periods of ESL offered to secondary LEP students,

461 (25%)	were taught by teachers with fluency in their students' languages
1,177 (64%)	were taught by teachers with ESL backgrounds

Secondary LEP students were assisted by

919	bilingual aides and teacher assistants
144	bilingual adult volunteers

Special Education Bilingual Program

Of the teachers serving bilingual special education students,

21	had bilingual credentials
22	had A, B or C level fluency

Bilingual special education students were assisted by:

299	elementary trainees and assistants
50	secondary trainees and assistants
114	trainees and assistants in special education schools
79	adult volunteers in special education schools

CHAPTER 1

Introduction

This 1985-86 Bilingual Survey Report describes the administrators, teachers, and students involved in the Los Angeles Unified School District's programs for students whose primary language is not English. Data for this report were collected during the spring semester. The report findings are a summary of the information provided by the schools.

Bilingual Education Goals

The Lau Plan and Assembly Bill 507 established guidelines for the District's bilingual education program. These documents outline steps designed to meet the following goals:

- Identify national origin minority students from non-English language backgrounds
- Assess their language fluency and educational needs
- Provide an educational program which teaches them English as effectively and efficiently as possible and which meets their educational needs
- Help staff (certificated and classified) serving students from non-English language backgrounds become as effective as possible.

Evaluation Plan

The chief objective of the District's evaluation plan is to describe the bilingual program's implementation in 1985-86. The evaluation involves summarizing the outcomes of the identification and assessment of bilingual students and conducting the Bilingual Program Survey which gathers data about the District's bilingual program and its participants.

The identification and assessment process identifies students with language backgrounds other than English and assesses their English oral language proficiency. (See Appendix A for full description of process.)

The Bilingual Program Survey focuses on the District's classrooms. It gathers descriptive information covering these aspects of the bilingual program:

- Classroom programs established in 1985-86
    - Bilingual classrooms
    - English as a Second Language (ESL) programs
    - Individual Learning Programs (ILPs)
- Student enrollment in these programs
- Teacher fluency
- Primary language instructional support available to program participants.

Methodology

Appendix A contains a complete description of identification procedures for LEP and FEP students. The school completes all these procedures with the exception of scoring BINL tests which are processed by Research and Evaluation Branch, and scored by CHECpoint Systems. The schools are mailed individual labels identifying each student's fluency. This is part of the information used to determine student placement status.

The majority of the data used in this report were collected during the 1986 Spring Bilingual Program Survey. Appendix C contains the instruments used to collect the survey data. For the survey, schools report the configuration of their classes which contain bilingual students, the services offered these students, and the type of support provided.

Remainder of the Report

The remainder of this report is organized into the following chapters:

- Elementary, Secondary, and Special Education Bilingual Programs
- Findings and Discussion
- Conclusions

The appendixes include:

- Identification and assessment descriptions
- Data tables
- Data collection instruments
- Instrument descriptions

CHAPTER 2

Elementary, Secondary, and Special Education Bilingual Programs

Goals

The major goal of Lau and AB 507 Elementary Programs is to provide all LEP pupils with a curriculum designed to help them learn English while meeting their educational needs.

The major goal of Lau and AB 507 Secondary Programs is also to provide all LEP students with a program designed to meet their educational needs. Both English as a second language (ESL) programs and bilingual/bicultural programs are offered for secondary students in LAUSD.

Elementary and secondary LEP students are to be placed in racially integrated classrooms that are the same size as other classes in the same subject. Bulletin Nos. 41 and 42, issued by the Office of the Associate Superintendent, Instruction, December 30, 1982, outline the procedures for achieving these goals.

Special Education programs for Lau students have three primary goals. The first goal is to identify students who are handicapped and from non-English language backgrounds. The second goal is to assess the educational needs of these handicapped students through diagnostic-prescriptive procedures mandated by PL 94-142. The third goal is to provide an educational program that will meet the needs of handicapped LEP students while teaching them English as effectively and efficiently as possible. The procedures for achieving these goals are outlined in Bulletin No. 45, issued by the Division of Special Education, January 4, 1985.

Description of Elementary Programs

Two basic programs are provided in elementary schools. The first is the bilingual classroom program and the second is the Individual Learning Program (ILP).

Bilingual Classroom Program

The bilingual classroom program is offered by schools having 10 or more LEP pupils speaking the same primary language and from the same grade or age level. The classroom program offers:

- Structured English-language development
  - Oral English
  - Reading and writing in English are added once criteria have been met
- Structured primary-language development
  - Oral language
  - Reading and writing
- Content courses (math, science, social studies) taught in the primary language and/or sheltered English.

Structured primary-language development and content-course instruction in the primary language are included in the bilingual program to help pupils sustain achievement in basic subject areas while they learn English.

Individual Learning Program

Individual Learning Programs (ILPs) are offered by elementary schools having nine or fewer LEP pupils speaking the same primary language and from the same grade or age level. ILPs are tailored to meet the needs of the individual pupil. They can be implemented within any classroom, including same-primary-language bilingual classrooms. ILPs offer:

- English-as-a-Second Language (ESL)
- Formal English reading and writing are added once criteria have been met
- Supplementary instructional services in the primary language provided by
  - Bilingual paraprofessionals
  - Bilingual certificated staff
  - Peer tutors and
  - Bilingual volunteers.

ILPs differ from bilingual classroom programs chiefly in not providing LEP pupils with structured primary language development.

ILPs can also be established when parents or guardians of LEP pupils request them. Parents can request that their child be placed in an ILP at enrollment or after withdrawing the child from a bilingual classroom program.

Program Steps

Entering the program. To enter the bilingual program, an elementary school pupil must have a home language other than English and a fluency designation of LEP. Pupils in grades K - 6 are designated LEP if they score non- or limited-English-proficient on the English Basic Inventory of Natural Language (BINL). Pupils in grades 3 - 6 who score functional-or proficient-English-speaking on the BINL but fail a subsequent test of English reading and writing skills (SES Specimen Test) are also designated LEP.

Completing the program. There are two benchmarks for measuring progress made by LEP pupils toward completing the bilingual program and entering an English-only program. Pupils reach the first when they meet criteria for adding formal English reading to their curriculum. Formal English reading is added to a LEP student's program according to the following guidelines:

- A student whose primary language uses a Roman alphabet adds English reading after completing Levels I and II of H-200+ as measured by a 80% score on the Moreno test, and completing decoding and comprehension skills in primary language reading at the second grade level.

- A student whose primary language uses a non-Roman alphabet and who is not literate in that language adds formal English reading when the teacher judges the student competent in English reading readiness.

- A student whose primary language uses a non-Roman alphabet and is literate in that language adds English Reading after completing Level I skills of H-200+ as measured by a 80% score on the Moreno Test and completing English reading readiness skills.

Pupils reach the second benchmark when they enter the reclassification process. Reclassification from LEP to FEP is a fourstep process. It involves (a) receiving a teacher's recommendation, (b) meeting District achievement criteria for English reading and writing and math, (c) receiving a functional or proficient-English-speaking designation on the reclassification BINL, and (d) consulting with parents.

Certificated Bilingual Program Staff

The Lau Plan and AB 507 specify three types of certificated staff who may conduct bilingual classroom programs. Certificated personnel teaching bilingual classroom programs must meet one of these sets of staffing requirements:

- Have a bilingual credential or certificate of competence (BCC). This means that the state has certified (a) their fluency in English and another language and (b) their ability to instruct pupils in both languages.
- Have a waiver. Teachers on waiver have agreed to enroll in courses leading to a BCC. Waivered teachers must have bilingual/bicultural aides assisting them with their LEP pupils.
- Be team teaching with a teacher who has a BCC.

Certificated staff serving just those LEP pupils enrolled in ILPs are not required to provide their pupils with primary language development, and therefore do not need to meet these requirements.

Description of Secondary Programs

Four basic programs are provided in secondary schools. They are: the bilingual program, the ESL program, individual learning programs (ILPs), and the remediation program.

Bilingual Program

The bilingual program is designed for Spanish-speaking LEP students unable to read Spanish. The program offers:

- Structured English language development program (ESL component)
- Communication skills in Spanish
  - Oral language
  - Reading and writing
- Content courses (math, science, and social studies) taught in Spanish.

Spanish communication skills are included in the bilingual program to help students develop the literacy they need in order to learn English. Content courses are taught in Spanish so that students do not fall behind as they learn English. A full bilingual program is offered by schools having 30 or more Spanish-speaking LEP students who are not proficient in Spanish.

ESL Program

The ESL program is designed for LEP students proficient in their own languages. The program offers:

- Structured English language development program (ESL component)
- Instruction in English reading
- Content courses with primary language support as needed

The ESL program is divided into four levels, each providing instruction in English listening, speaking, reading, and writing. A full ESL program is offered by schools having 40 or more LEP students of any language and ESL level. Full ESL programs are also offered by schools having 20 or more LEP students of any language but at the same ESL level.

Individual Learning Program

Two types of ILPs are available. The first, a bilingual ILP, is offered by schools with 29 or fewer Spanish-speaking LEP students who lack Spanish reading skills. This program emphasizes both the acquisition of English and the development of Spanish literacy skills. The second type of ILP is offered by schools with 39 or fewer LEP students at different ESL levels, or 19 or fewer at the same ESL level. It emphasizes English-language skills.

Remediation Program

The remediation program is a special course of study designed for students who (a) have completed ESL, (b) are receiving instruction in English, and (c) are awaiting reclassification from LEP to FEP. These students must pass the appropriate district competency tests (ASC/TOPICS, PAIR/SHARP, and WRITE: Junior/Senior) as part of meeting reclassification criteria. They must also obtain a functional or proficient language classification on the English BINL. Students in the remediation program receive the instruction they need to pass these tests.

Program Steps

Entering the program. To enter the bilingual program, a secondary student must have a home language other than English and a fluency designation of LEP. There are two ways for a student to be designated LEP. First, students who score non- or limited-English-proficient on the BINL receive a LEP designation. Second, students who score functional- or proficient-English-speaking on the BINL but fail a subsequent test of English reading and writing skills (the Typewriter test) are also designated LEP.

Progress. There are three types of progress that can be made by secondary LEP students, depending on their program placement. First, Spanish-speaking LEP students can progress from the Bilingual program, which emphasizes Spanish language development, to the ESL program, which emphasizes English reading. This transition occurs when the student has made progress in both Spanish reading comprehension and math, as assessed by the teacher and a test of prerequisite skills (CTBS Espanol, Level C). Second, LEP students enrolled in ESL can progress through the levels of the ESL program. District-developed ESL proficiency tests are used to measure student progress in ESL coursework and to determine readiness for the next level. Third, students in the highest ESL level can progress to an English-only instructional program once reclassification criteria have been met.

Completing the program. Four steps must be completed for a LEP student to be reclassified as FEP and enter an English-only program. These steps involve (a) receiving a teacher's recommendation; (b) meeting criteria on English reading and writing tests (PAIR/SHARP and WRITE JR/WRITE SR, respectively), and a math test (ASC/TOPICS); (c) achieving a functional or proficient-English-speaking designation on the reclassification BINL; and (d) consulting with parents.

Description of Special Education Programs

Verbal vs. Nonverbal Special Education Students

A distinction is made in special education between verbal and nonverbal special education students. Verbal students are defined as the learning handicapped, educable retarded, visually handicapped, orthopedically handicapped, seriously emotionally disturbed, other health impaired, and students in the Resource Specialist Program. Nonverbal students are defined as the aphasiac, autistic, deaf/hard of hearing, multihandicapped, trainable mentally retarded, and developmentally handicapped. When possible, verbal special education LEP students participate in full bilingual Individualized Education Programs (IEPs) and nonverbal students participate in modified bilingual IEPs.

Full Bilingual IEPs

Schools must meet several conditions before they are expected to provide their special education LEP students with full bilingual IEPs. First, a school must have at least 10 LEP special education students who speak the same primary language and who are in the same age group. Second, the school must have a special education teacher with a bilingual cross-cultural credential or certificate. Third, there must be parental consent.

Elementary full IEP. An elementary special education full bilingual program offers:

- Structured English-language development program
    - Oral English
    - Reading and writing in English are added once criteria have been met
- Structured primary-language development program
    - Oral language
    - Reading and writing
- Content courses (e.g., math) taught in the primary language
    - Sheltered English or mainstream English instruction provided when appropriate
- Parent education/involvement of 10 hours or more annually.

Secondary full IEPs. A secondary school special education full bilingual IEP offers:

- Structured English-language development program
    - Oral English
    - Reading and writing in English
- Communication skills in the primary language
- Content courses offered with primary language support
- Parent education/involvement of 10 hours or more annually.

Modified Bilingual IEPs

Modified bilingual IEPs must be made available to special education LEP students who are not enrolled in full bilingual IEPs. Modified bilingual IEPs, for grades K-12, are comprised of these instructional activities:

- Structured English-language development program
  - Oral English
  - Reading and writing in English when appropriate
- Content courses offered with primary language support
- Parent education classes of 10 hours or more annually.

Program Steps

Entering the program. The identification and assessment procedures for verbal special education students parallel those for other students. Nonverbal LEP students are identified with the Home Language Survey for Nonverbal Pupils and the Observational Checklist for Identification of Potential Limited-English-Proficient Pupils Who Are Individuals with Exceptional Needs.

Completing the program. As with regular bilingual program students, there are two benchmarks for measuring progress made by verbal special education students toward completion of the bilingual program. The first is reached when students add formal English reading to their bilingual programs. The second is reached when students enter the reclassification process.

CHAPTER 3

Findings and Discussion

LEP Students Enrolled

Elementary	106,714
Secondary	34,465
Special Education	4,030
Total:	145,209

Identification and assessment of students from non-English language backgrounds produced these results:

- 148,563 BINLs were administered in 1985-86:

76,334	English BINLs to new students.
52,752	primary language BINLs.
18,444	reclassification BINLs for placement in English-only classes.
487	retest BINLs as validity checks.

Languages of LEP Students

78 languages were spoken by District LEP students.
97% of all LEP students spoke one of the following languages:

130,272	Spanish
2,897	Korean
2,238	Cantonese languages
1,873	Vietnamese
1,283	Pilipino
927	Armenian
926	Farsi.

Elementary programs provided LEP pupils in grades K-6 with appropriate bilingual/bicultural instruction.

- 106,714 LEP pupils participated in Lau programs:

81,983	in bilingual classroom programs in 7 languages.
24,731	in Individual Learning Programs (ILPs) in 73 languages.

- The District staffed 5,791 bilingual classrooms:

  98% were Spanish bilingual classrooms.
  1.9% were Asian language (Cantonese, Japanese, Khmer, Korean, Vietnamese) bilingual classrooms.
  .01% were Armenian bilingual classrooms.

- Pupils on ILPs:

  71% spoke Spanish.
  4% spoke Cantonese.
  5% spoke Korean.
  4% spoke Vietnamese.
  24% (6,039) were on ILPs in bilingual classrooms.

- 95,955 of the District's 106,714 elementary LEP pupils have primary language BINL results on file:

  37,068 (39%) are proficient speakers of their primary language.
  33,893 (35%) are functional speakers.
  20,941 (22%) are limited speakers.
  4,053 (4%) are nonspeakers of their primary language.

Progress Made by Elementary LEP Pupils	
Added English reading to their curriculum	30,240 (28%)
Were reclassified into an English-only program	12,556 (10%)

- Teacher fluency

  5,791 teachers served LEP pupils in bilingual classrooms:

  1,503 (26%) had bilingual credentials/certificates (BCCs).
  1,188 (21%) had District fluency A, B, or C:

  450 (38%) had A level.
  251 (21%) had B level.
  487 (41%) had C level.

  3,703 teachers served LEP pupils on ILPs:

  67 (2%) had bilingual credentials/certificates.
  220 (6%) had District fluency A, B, or C:

  41 (19%) had A level.
  54 (24%) had B level.
  125 (57%) had C level.

- 7,516 bilingual paraprofessionals (6,117 paid and 1,399 unpaid) provided LEP pupils with instructional assistance in the pupil's primary language.

Secondary programs provided LEP students in grades 7-12 with four bilingual program options.

- 34,465 LEP students participated in Lau programs:

  26,429 (77%) in ESL programs.
  761 (2%) in Individual Learning Programs.
  382 (1%) in bilingual/bicultural programs (Spanish only).
  6,893 (20%) in remediation classes for basic skills awaiting reclassification to an English-only program.

Progress Made by Secondary LEP Students

Advanced from ESL to English-only	5,454 (14%)

- Classroom staffing:

  743 certificated bilingual personnel taught secondary bilingual classes.

    291 had bilingual credentials/certificates.
    452 had District fluency A, B, or C.

      347 (77%) had A level.
      60 (13%) had B level.
      45 (10%) had C level.

  1,844 class periods of ESL were provided.

    1,177 (64%) were conducted by ESL teachers.
    115 (6%) were conducted by teachers having bilingual credentials.

- 919 bilingual paraprofessionals provided LEP students with instructional assistance in the student's primary language.

Special education programs provided instruction for handicapped students from non-English language backgrounds.

- 4,030 handicapped students in grades K-12 participated in bilingual special education programs.

    76 handicapped LEP students participated in full bilingual Individual Education Programs (IEPs).

      41 in elementary schools and 35 in secondary schools.
      All were Spanish-speaking.

3,954 handicapped LEP students participated in modified IEPs.
2,220 in regular schools and 1,734 in special education schools.
3,673 were Spanish-speaking.
96 Spec. Ed. LEP students were reclassified from LEP to FEP.

- Staffing

43 (4%) of the District's 986 special day classes with LEP students were staffed by teachers fluent in a language other than English.

542 bilingual paraprofessionals offered primary language support to the District's special education LEP students. (See Appendix B for complete tables describing survey results.)

Discussion

Identification and Assessment

The total number of BINL tests administered each year increased steadily since 1982-83. Increases and decreases occurred, however, in the administration of different types of BINL tests.

Year	English BINL for New Enrollees	Primary Language BINL	Reclassification BINL
1985-86	76,334	52,752	18,444
1984-85	74,360	50,641	19,839
1983-84	70,994	53,741	18,697
1982-83	72,215	44,885	21,807

The number of new enrollees tested increased yearly since 1983-84. The number of primary language and reclassification BINL tests fluctuated over the last 4 years. Primary language BINL tests were administered most extensively in 1983-84. The largest year for reclassification BINL tests was 1982-83. This was the first year the BINL was required for reclassification of secondary students according to the guidelines in Bulletin No. 42, Office of the Associate Superintendent of Instruction, December 30, 1982.

The number of identified LEP students and FEP students increased since 1983-84, but not proportionately, as indicated in the next chart. The LEP population increased 5.1% in 1983-84, 5.5% in 1984-85, and 8.2% in 1985-86. The FEP population has not increased at the same rate as the LEP population.

From 1982-83 to 1983-84 the FEP population increased 14.1%. In 1984-85 the FEP population increased 6.3%, and in 1985-86 it increased 5.1%.

Year	Identified LEP Students	Percentage of LEP Students Speaking Spanish	FEP Students	Languages of LEP & FEP Students
1985-86	145,209	90%	139,987	92
1984-85	134,171	89	133,150	89
1983-84	127,192	88	125,213	90
1982-83	121,005	88	109,758	86

The percentage of LEP students speaking Spanish increased each year since 1983-84. Since 1982-83 the number of identified languages reported for LEP and FEP students increased by 6 languages.

Elementary

One of the most important problems faced by LAUSD's bilingual program planners is maintaining or increasing existing levels of bilingual education services as the LEP student body grows. One way to chart the District's success in handling growth is to compare annual percentage increases in bilingual education services with annual percentage increases in elementary LEP pupils. As a rough benchmark, when services grow at the same rate as the LEP student body, the level of service is maintained. When services grow at a faster rate, the level of service improves. The following table lists the levels at which bilingual services were provided to LEP pupils enrolled in full elementary bilingual classroom programs during the last two school years.

Year	Elementary LEPs	Elementary Bilingual Classrooms	Elementary Teachers with		
			BCCs	Waivers	Fluency A and B
1985-86	106,714	5,791	1,503	1,994	701
1984-85	99,558	5,358	1,509	1,682	507

In 1985-86, the District's elementary school LEP pupils increased by 7,156. This is a 7% increase over the 1984-85 school year total. This increase in students was accomodated by an 8% increase in the number of bilingual classroom programs provided. The 1% real improvement represents the addition of about 54 classroom programs beyond the 378 required just to stay even.

Many new elementary classrooms were led by teachers with waivers. Between 1985 and 1986, the number of elementary teachers who signed waivers increased by 19%. The number of elementary bilingual classroom teachers with BCCs dropped slightly from 1,509 to 1,503.

District elementary classrooms with LEP pupils were somewhat less likely to have bilingual paraprofessionals in 1986 compared to 1985. Although the District hired 190 more paid bilingual paraprofessionals in 1986 than in 1985, this represented an increase of 3% rather than the 7% required to maintain services.

The most important gain made between 1985 and 1986 was in teacher fluency. The number of teachers achieving District Fluency Level A or B increased a dramatic 38%, rising from 507 to 701. The number of teachers having C level fluency also showed a significant (11%) increase, rising from 438 to 487.

Another useful way of looking at the level of bilingual services provided by LAUSD is to look at trends over time. The following table lists figures for the last four years. These numbers combine bilingual classroom programs and ILP assignments.

Year	Elementary Teachers With BCCs	Elementary Teachers With Waivers	Elementary Teachers With Fluency in Language of Students But Not on Waiver	Elementary Bilingual Paraprofessionals
1985-86	1,570	2,017	659	7,516
1984-85	1,596	1,719	602	7,570
1983-84	1,513	1,853	520	7,178
1982-83	1,548	1,894	430	7,596

The number of LEP pupils participating in District programs has grown an average of 6% per year over the last four years. The number of teachers with BCCs who serve these students has not kept pace, having dropped twice and increased once during the four year period. The number of waivered teachers has also fluctuated. It dropped each year from 1982-83 to 1984-85, and finally increased in 1985-86. Staffing bilingual classrooms with qualified personnel is clearly a difficult task. The number of qualified certificated staff, rather than gradually increasing each year, shifts from year to year. The number of nonwaivered teachers with District level fluency increased from 1982-83 to 1985-86. The number of bilingual paraprofessionals, like the number of teachers with BCCs, has fluctuated from from year to year.

Secondary

A look at the trends developing in secondary bilingual education indicates that since 1983-84, the steady increase in the LEP student population outpaced the increase in services offered.

Year	Secondary LEP Students	Secondary Students in Bilingual Programs	ESL	ILP	Students Awaiting Reclassification
1985-86	34,465	382	26,429	761	6,893
1984-85	31,042	432	24,619	837	5,154
1983-84	28,875	458	23,410	734	4,273
1982-83	28,989	593	24,540	3,856	--

In 1985-86, LEP students increased 11% over the previous year and in 1984-85, LEP students increased 7.5% The number of students enrolled in ESL classes and ILPs increased at a slower rate -- 7.4% and 5.2 % respectively. The number of students in bilingual programs decreased 17% in the last two years. As a result, the number of of students who completed the secondary bilingual curriculum and are awaiting reclassification from LEP to FEP status increased. These students continue to be served by being are enrolled in remedial instruction because they are unable to meet reclassification criteria--passing scores on the District competency tests and the English BINL.

In junior high school, the largest number of LEP students was in grade 9 (6,873). The number of students in grades 7-9 varies by only a few hundred pupils each year (9% at most). There is, however, a 25% LEP increase from the 9th grade to the 10th grade. In senior high, the number of LEP students is highest in grade 10 (8,592 students) and decreases a dramatic 60% each year.

When the number of secondary LEP students is reported by grade, two unexplained trends appear: (a) The number of secondary LEP students increases dramatically (25%) from 9th to 10th grade. It is unknown why such a large increase occurs at this point. (b) The number of high school LEP students decreases 60% each year. The decrease is far greater than the number of reclassified students.

	Number of Secondary Teachers with		
Year	BCC	District Fluency	Aides, Teacher Assistants, Peer Tutors, and Adult Volunteers in Secondary Schools
1985-86	291	452	3,327
1984-85	297	454	2,884
1983-84	334	511	1,079
1982-83	381	529	1,035

Since 1982-83, the number of secondary teachers with bilingual credentials or certificates of competency and District fluency has decreased and the number of secondary bilingual paraprofessionals increased. The number of education aides decreased 26% in 1985-86 while all other categories increased -- teacher assistants by 22%, bilingual peer tutors by 17%, and adult volunteers by 136%. Of these classifications, educational aides may have been replaced with teacher assistants, peer tutors and volunteers. Costs, availability, or increased skills of other assistants may have caused the decrease in the number of aides. The rapid increase of LEP pupils along with the large number of teachers without bilingual credentials, certificates of competency, or fluency (yet teaching secondary students) indicate a great District need for more trained instructors for secondary bilingual students.

Special Education

The number of special education LEP students increased by a steady 11-13% each year since 1983-84. The total number of District LEP students increased only 5-8% each year, indicating special education LEP students increased at a faster rate than the total LEP population.

Year	Sp. Ed. LEP Students	Percentage of Spanish Speaking LEPs	Full IEP	Modified IEP	Classes with Sp. Ed. Students
1985-86	4,030	91%	76	3,954	1,029
1984-85	3,571	91%	60	3,511	952
1983-84	3,172	90%	367	2,805	861
1982-83	2,845	90%	373	2,472	897

The percentage of Spanish speaking special education LEP students is slightly larger (1-3%) than the Spanish-speaking percentage of the total LEP population each year. This year the gap appears to be closing as 90% of the total LEP population is Spanish-speaking and 91% of the special education LEP students are Spanish-speaking.

Prior to January 1985, 12-13% of the special education LEP students were placed in full IEPs. Bulletin 45 from the Division of Special Education changed the requirements for placement of students in full IEP classes. As a result, the percentage of students dropped to 2% after 1985. The number of classes with special education students fluctuated, but increased yearly since 1983-84.

Year	Special Education Monolingual Teachers	Special Education Teachers with BCC	Special Education Teachers with A, B, or C Fluency	Special Education Paraprofessionals
1985-86	986	21	22	542
1984-85	909	16	27	394
1983-84	827	13	23	133
1982-83	861	19	14	58

Over the last 4 years, the number of special education classes with LEP students and monolingual teachers increased yearly. The number of teachers with bilingual certificates or credentials fluctuated, but increased very slightly since 1983-84. Fluctuations also occured in the number of special education teachers with A, B, or C fluency. In order to provide adequate services, the number of paraprofessionals in special education classes increased dramatically each year: 1982-83 to 1983-84 -- 129%; 1984-85 -- 196%; and 1985-86 -- 38%.

The need for bilingual special education teachers is high. During 1985-86, 1,029 special education classes contained bilingual students. These classrooms were served by 43 teachers with bilingual certification or fluency and 542 monolingual teachers with bilingual paraprofessionals (trainees, assistants, and volunteers). This left 444 (43%) classes without bilingual support for special education students.

CHAPTER 4

Conclusions

Both the numbers of LEP and FEP students in the District increased considerably in the last few years. The LEP population increased from 121,005 in 1982-83 to 145,209 in 1985-86. This large growth created the need for increased District bilingual education services. FEP students increased from 109,758 in 1982-83 to 139,987 in 1985-86. The number of BINL tests administered in English, primary languages, and for reclassification also increased.

In elementary, secondary, and special education schools the number of qualified personnel needed to teach bilingual students has not kept pace with the expanding LEP population. At the elementary level, the number of LEP pupils increased 17% from 1982-83 to 1985-86. The number of teachers with BCCs, waivers, and with fluency increased only 9%. At the secondary level, the number of LEP students increased 16% from 1982-83 to 1985-86, whereas, the number of teachers with BCCs and fluency decreased 18%. However, secondary school aides, teacher assistants, peer tutors, and adult volunteers grew 69% during the same time period. LEP special education students increased 29% since 1982-83; while the number of teachers with BBCs or fluency increased 23%. The number of special education bilingual professionals increased, but not enough to provide services to all LEP special education students.

In the last few years, the District tried to keep pace with the rapidly growing LEP population by expanding their efforts to obtain additional qualified staff for LEP students. The District expanded its recruitment of teachers and paraprofessional, offered training programs, encouraged staff to gain bilingual skills, supported team teaching, and encouraged teachers to sign waivers.

Appendixes

Appendix A
Identification and Assessment

APPENDIX A

Identification and Assessment

Goals

Two goals of the Lau Plan and Assembly Bill 507 are to (a) identify students from non-English language backgrounds and (b) assess their oral language proficiency. These are the first two steps in providing the District's limited English-speaking students with appropriate educational programs.

Identification and Assessment Process

Identification

The Home Language Survey (HLS) is used to identify students who are from families that speak languages other than English. Families of students enrolling in the District for the first time answer these four HLS questions:

1. Which language did your son or daughter learn when he or she first began to talk?
2. What language does your son or daughter most frequently use at home?
3. What language do you use most frequently to speak to your son or daughter?
4. Name the language most often spoken by the adults at home.

Prior to April 1, 1986, when a language other than English appeared as an answer to any of the four HLS questions, the student's oral English fluency was assessed. As of April 1, these two types of students are designated as having a primary language other than English:

1. Students whose families did not answer "English" to each of the first three HLS questions. These students must be assessed for English language proficiency.

2. Students whose families answered "English" to the first three HLS questions but not to the fourth. These students must be assessed for English proficiency if District personnel doubt the student's proficiency.

Assessment

Once the HLS has determined that a newly enrolled student's English proficiency must be assessed, the student is given the English version of the Basic Inventory of Natural Language (BINL) within 30 school days of enrollment. The BINL is a standardized individually administered test of oral language proficiency. The English BINL provides District personnel with an indication of the student's oral English skills. Students scoring non- or limited-English-speaking are provided bilingual services. Pupils in grades K-2 with functional- or proficient-English-speaking scores are placed in an English-only program. Students (grades 3-12) scoring functional- or proficient-English speaking may be placed in the English-only program, depending on the outcome of further literacy testing that includes English reading and writing. Students initially identified as functional- or proficient-English-speaking, but who fail these literacy tests, are placed in a bilingual program.

In addition to new enrollees, the BINL is given to the following groups:

1. Students Requiring Retesting

   Students may be reassessed within 10 days if the parent, teacher, or school administrator doubts the accuracy of the first language classification. A retest must be administered and returned to Research and Evaluation within 10 days of receiving the student's first BINL results.

2. Students Considered for Reclassification

LEP students being considered for reclassification to an English-only program must meet these four reclassification criteria: (a) recommendation by teachers; (b) identification as functional- or proficient-English-speaking on the BINL; (c) attainment of a passing score on appropriate District proficiency tests of reading, mathematics, and composition; and (d) recommendation by a local school administrator after consultation with parents and staff.

3. Students Assessed with a Primary Language BINL

Students who receive a language classification of LEP may also be given the primary language BINL. The primary language BINL, which is available in 28 languages, provides diagnostic information useful in placing K-12 LEP students in appropriate programs. The primary language BINL must be administered to those LEP students who (a) speak Armenian, Cantonese, Korean, Spanish, or Vietnamese and (b) attend schools having 16 or more students with the same language. The primary language BINL must be administered within 90 calendar days of enrollment.

Appendix B
Tables

Table B.1

BINL Tests Processed July 1, 1985 to June 30, 1986

Region	New Enrollees	Retest	Reclass.	Psych. Eval.	Total English	Primary Language	Grand Total
A	5,056	108	1,127	19	6,310	3,089	9,399
B	11,599	43	2,803	10	14,455	9,260	23,715
C	7,004	17	1,059	12	8,092	5,209	13,301
D	7,307	20	1,714	28	9,069	4,497	13,566
E	8,120	48	2,016	206	10,390	4,463	14,853
F	6,918	101	1,369	177	8,565	4,627	13,192
G	9,676	53	2,378	37	12,144	7,729	19,873
H	13,194	70	2,570	49	15,883	10,175	26,058
SHS	7,371	27	3,408	8	10,814	3,645	14,459
Sp. Ed.	89	--	--	--	89	58	147
Total	76,334	487	18,444	546	95,811	52,752	148,563

Note. Based on records in the BINL Processing Center, Research and Evaluation Branch.

Table B.2

Primary Language of LEP Students

Language	Elementary	Secondary	Special Education	Total
Afghan	7	37		44
Afrikaans	2	1		3
American Indian Languages:				
Apache	1			1
Cherokee		1		1
Choctaw	1			1
Navajo	2	3		5
Amharic	6	21	1	28
Arabic	167	96	12	275
Armenian	458	422	47	927
Assyrian	29	13		42
Basque	1			1
Bengali	13	4		17
Bulgarian	6	1		7
Burmese	13	14		27
Ceylonese	1	2		3
Chinese Languages:				
Cantonese	1,464	737	37	2,238
Mandarin	138	219	2	359
Taiwanese	62	61	9	132
Toishanese	54	14	1	69
Other Chinese	258	192	11	461
Creole	5	13		18
Croatian	9	1	2	12
Czech	9	10		19
Danish	1	1		2
Dutch	1	1		2
Farsi	434	464	28	926
Fijian		2		2
Finnish	2			2
French	53	27	3	83
German	17	12	2	31
Greek	21	2		23
Gujarati	38	27	2	67
Haitian Creole		3		3
Hebrew	190	123	7	320
Hindi	42	37	5	84
Hmong	5			5
Hungarian	42	12	1	55
Ibo	1	1		2
Icelandic	1			1
Indonesian	28	21	1	50
Italian	28	13	10	51

(Table B.2 continued)

Language	Elementary	Secondary	Special Education	Total
Japanese	302	85	12	399
Javanese	2			2
Khmer	472	362	7	841
Korean	1,641	1,219	37	2,897
Kurdish	2			2
Lao	59	46	4	109
Lithuanian	1			1
Malay	12	2	2	16
Melanesian	1			1
Nepali	1			1
Norwegian	6	2		8
Panjabi	34	14	1	49
Pashto	7	6		13
Philippine Languages:				
Ilocano	28	19	2	49
Pilipino	808	432	43	1,283
Visayan	8	2		10
Other Philippine	25	11		36
Polish	31	18		49
Portuguese	29	14		43
Romanian	58	48	2	108
Romany	1			1
Russian	66	27	4	97
Samoan	76	22	3	101
Serbian	1	1		2
Serbo-Croatian	5	1	1	7
Sinhalese	2	5	1	8
Slovak	7			7
Spanish	98,126	28,473	3,673	130,272
Swahili		1		1
Swedish	14	5		19
Thai	152	147	2	301
Tibetan		1		1
Tongan	17	11	1	29
Turkish	16	8	1	25
Urdu	41	22	2	65
Vietnamese	999	834	40	1,873
Yoruba	2	1		3
Other Not Listed	52	18	6	76
Unidentified			5	5
Total	106,714	34,465	4,030	145,209

Note. Based on Elementary, Secondary, and Special Education Bilingual Program Surveys (Forms 20, 21, and 23), February 1986.

Table B.3

Primary Language of FEP Students

Language	Elementary	Secondary[a]	Special Education	Total
Afghan	13	16		29
Afrikaans	3	17		20
Albanian	1	5		6
American Indian Languages:				
Apache		2		2
Cherokee	4			4
Choctaw		10		10
Crow		1		1
Hopi		3		3
Navajo	7	4	1	12
Other Indian	1	18		19
Amharic	11	10		21
Arabic	418	274	8	700
Armenian	660	824	8	1,492
Assyrian	63	55		118
Basque		1		1
Bengali	15	9		24
Bulgarian	5	10		15
Burmese	13	31		44
Ceylonese	4	2		6
Chinese Languages:				
Cantonese	1,624	1,446	9	3,079
Mandarin	208	280	2	490
Taiwanese	81	92	1	174
Toishanese	28	44		72
Other Chinese	319	498	2	819
Creole	16	11	1	28
Croatian	54	58		112
Czech	18	10		28
Danish	10	8		18
Dutch	19	30		49
Estonian	2	2		4
Farsi	671	495	3	1,169
Fijian	4	2		6
Finnish	5	14	1	20
Flemish	1	4		5
French	123	134	4	261
Ganda	1	2		3
German	105	126	2	233
Greek	75	60		135
Guamanian	15	7		22
Gujarati	70	44	3	117
Haitian Creole		3		3

(Table B.3 continued)

Language	Elementary	Secondary[a]	Special Education	Total
Hawaiian	8	5		13
Hebrew	353	315	3	671
Hindi	137	80		217
Hmong		3		3
Hungarian	83	58		141
Ibo	2	2	1	5
Indonesian	21	24		45
Italian	139	148	1	288
Japanese	494	512	6	1,012
Javanese	1	15		16
Khmer	250	395		645
Korean	1,897	2,114	5	4,016
Kurdish	3	1		4
Lao	81	59	1	141
Latvian	3	1		4
Lithuanian	3	9		12
Malay	18	11		29
Melanesian		4		4
Maltese	1			1
Mongolian	1			1
Norwegian	5	12		17
Panjabi	47	25		72
Pashto	11	1		12
Philippine Languages:				
Ilocano	44	203	1	248
Pilipino	2,255	1,902	9	4,166
Visayan	16	2		18
Other Philippine	48	80		128
Polish	64	30		94
Portuguese	51	31		82
Romanian	50	71	1	122
Romany	2			2
Russian	205	273	2	480
Samoan	372	203	1	576
Serbian	6	4		10
Serbo-Croatian	24	65		89
Sinhalese	13	11		24
Slovak	31	8		39
Spanish	57,463	53,476	1,444	112,383
Swahili	5	6		11
Swedish	25	15		40
Tahitian	32	156		188
Thai	258	151	1	410
Tibetan	2	8		10
Tongan	29	8		37
Turkish	25	19	1	45
Ukrainian	9	3		12

(Table B.3 continued)

Language	Elementary	Secondary[a]	Special Education	Total
Urdu	95	45		140
Vietnamese	1,325	1,404	5	2,734
Yiddish	3	4		7
Yoruba	2	1		3
Other Not Listed	147	928	57	1,132
Unidentified (NR)			14	14
Total	70,826	67,563	1,598	139,987

Note. Based on Elementary, Secondary and Special Education Bilingual Program Surveys (Forms 23, 25, and 26), February 1986.

[a] Includes 6th grade students in junior high schools.

Table B.4

Elementary Bilingual Classrooms by Language and by Grade

	Grade							
Language	K	1	2	3	4	5	6	Total
Armenian	2	2	1	3	2	2	1	13
Cantonese	10	8	8	8	3	5	8	50
Japanese	2	2	1		1			6
Khmer	4	3	2	1		1		11
Korean	7	10	9	7	4	2	1	40
Spanish	1,064	1,093	984	872	726	598	329	5,666
Vietnamese	1	2		2				5
Total	1,090	1,120	1,005	893	736	608	339	5,791

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1986.

Table B.5

Elementary LEP Pupils Participating in Bilingual Classroom Programs (not ILPs) by Grade and Administrative Region

	Grade							
Region	K	1	2	3	4	5	6	Total
A	985	900	854	668	495	271	193	4,366
B	3,780	3,695	3,019	2,818	2,045	1,289	367	17,013
C	2,062	2,281	1,724	1,483	1,262	1,016	654	10,482
D	1,002	1,078	832	574	448	330	249	4,513
E	1,380	1,492	1,245	1,014	794	664	423	7,012
F	1,633	1,512	1,429	1,123	940	682	384	7,703
G	3,437	3,349	2,988	2,610	1,929	1,156	756	16,225
H	3,457	3,130	2,466	2,277	1,689	1,234	416	14,669
Total	17,736	17,437	14,557	12,567	9,602	6,642	3,442	81,983

Note. Based on Elementary Bilingual Survey (Form 20), February 1986.

Table B.6

Major Primary Languages of Elementary LEP Pupils in Bilingual Classroom Programs (not ILPs) by Administrative Region

	Region								
Language	A	B	C	D	E	F	G	H	Total
Armenian								178	178
Cantonese							499	95	594
Japanese	60								60
Khmer					43			113	156
Korean	11			54				382	447
Spanish	4,295	17,013	10,482	4,459	6,969	7,703	15,726	13,864	80,511
Vietnamese								37	37
Total	4,366	17,013	10,482	4,513	7,012	7,703	16,225	14,669	81,983

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1986.

Table B.7

Number of Elementary Classroom Teachers Assigned to Bilingual Programs by Language, Credential/Waiver Status, and District Fluency

Teacher Language[a] and Assignment	Bilingual Cred./ Cert. of Comp.	On Waiver and District Fluency Status				Not on Waiver and District Fluency Status				Total
		A	B	C	NF[b]	A	B	C	NF[b]	
Armenian										
Bil. Class	2	3	1							6
ILPs						1				1
Cantonese										
Bil. Class	27		1	3		1		2		34
ILPs	4					3	1	6		14
English										
Bil. Class					1,252				1,848	3,100
ILPs					16				3,400	3,416
Japanese										
Bil. Class	3									3
ILPs	1							1		2
Korean										
Bil. Class	26	4	1			2				33
ILPs	1					2				3
Pilipino										
ILPs							2			2
Spanish										
Bil. Class	1,444	294	153	282		146	95	200		2,614
ILPs	60	2	1	4		32	50	114		263

(Table B.7 continued)

Teacher Language[a] and Assignment	Bilingual Cred./ Cert. of Comp.	On Waiver and District Fluency Status				Not on Waiver and District Fluency Status				Total
		A	B	C	NF[b]	A	B	C	NF[b]	
Vietnamese										
Bil. Class	1									1
ILPs	1					1				2
Subtotals										
Bil. Class	1,503	301	156	285	1,252	149	95	202	1,848	5,791
ILPs	67	2	1	4	16	39	53	121	3,400	3,703
Total	1,570	303	157	289	1,268	188	148	323	5,248	9,494

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1986.

[a] Teachers with two languages other than English are counted only once. Teacher language is matched with pupil language.

[b] No district language fluency or bilingual credential/certificate in language of pupils served.

Table B.8

Elementary Bilingual Classroom Teachers by Bilingual Certification and by Language

Language	Bil. Cred./ Cert. of Competence	Waiver: Spanish or Cantonese	Waiver: Other Language	Waiver: Not Required	Total
Armenian	2		11		13
Cantonese	27	11			38
Japanese	3		3		6
Khmer			6		6
Korean	26		7		33
Spanish	1,444	1,953			3,397
Vietnamese	1		3		4
English-only				668	668
Total	1,503	1,964	30	668	4,165

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1986.

[a] Teachers who team teach with teachers having a bilingual credential/certificate (on a one-to-one ratio) do need waivers.

Table B.9

Elementary Bilingual Classroom Teachers with Spanish or Cantonese Waivers

Language	Requirements Completed for Spanish or Cantonese Waiver					Total
	First Year	Culture	Methodology	Culture and Methodology	Language	
Cantonese	9	1		1		11
Spanish	872	209	217	635	20	1,953
Total	881	210	217	636	20	1,964

Note. Based on Elementary Bilingual Program Survey (Form 20) February 1986.

Table B.10

Nonwaivered Elementary Bilingual Classroom Teachers by Reason

	Reason					
Type of Classroom	Requirements Not Met	Did Not Apply	Intend to Apply	Team[a] Teaching	Not Required	Total
Bilingual Classroom	992	554	80	668		2,294
ILPs	8	13	3	5	3,611	3,640
Total	1,000	567	83	673	3,611	5,934

Note. Based on Elementary Bilingual Program Survey (Form 20) Februay 1986.

[a] Teachers who team-teach with teachers having a biligual credential/certificate (one-to-one ratio) do not need waivers.

Table B.11

Primary Languages of Elementary Pupils in ILPs

Language	Region A	B	C	D	E	F	G	H	Total
Afghan				3	3			1	7
Afrikaans								2	2
American Indian Languages:									
Apache								1	1
Choctaw				1					1
Navajo	2								2
Amharic				5	1				6
Arabic	9	10		36	58	40		14	167
Armenian	3			67	96	27		87	280
Assyrian					26	2		1	29
Basque				1					1
Bengali				3	4	4		2	13
Bulgarian				3		2		1	6
Burmese					1	2	2	8	13
Ceylonese				1					1
Chineses Languages									
Cantonese	19		6	34	43	19	375	374	870
Mandarin	8		1	36	16	27	15	35	138
Taiwanese	12			9	18	17	2	4	62
Toishanese					1		40	13	54
Other Chinese	12			3	11	6	103	123	258
Creole				4				1	5
Croatian	5			1	2			1	9
Czech				2	3	2		2	9
Danish				1					1
Dutch					1				1
Farsi	8		4	120	227	64		11	434

(Table B.11 continued)

Language	Region A	B	C	D	E	F	G	H	Total
Finnish	1			1					2
French	1		2	34	7	2	2	5	53
German			1	8	5	2		1	17
Greek	1	9	2	1		5		3	21
Gujarati	9	6		3	10	4	1	5	38
Hebrew				60	111	19			190
Hindi	1			15	12	12		2	42
Hmong	3				2				5
Hungarian	3			8	21	6		4	42
Ibo				1					1
Indonesian				4	13	6		5	28
Islandic					1				1
Italian	10			8	4	5		1	28
Japanese	83	5	2	69	35	28	6	14	242
Javanese					2				2
Khmer	7	12	1	46	36	9	55	150	316
Korean	107	5	5	428	260	173	13	203	1,194
Kurdish						2			2
Lao				10	17	1	3	28	59
Lithuanian					1				1
Malay	1		9	2					12
Melanesian						1			1
Nepali				1					1
Norwegian	1		4					1	6
Panjabi					12	22			34
Pashto					4	3			7
Philippine Languages:									
Ilocano	11					3	2	12	28
Pilipino	129	1	3	106	122	111	15	321	808
Visayan	1					4		3	8
Other Philippine	5							20	25

(Table B.11 continued)

Language	A	B	C	D	E	F	G	H	Total
	Region								
Polish	2			7	10	6		6	31
Portuguese	3			12	3	7	1	3	29
Romanian	2	6		15	10	4		21	58
Romany								1	1
Russian				55	8	3			66
Samoan	58	8	4	2	3		1		76
Serbian					1				1
Serbo-Croatian	2			1	1	1			5
Sinhalese				1				1	2
Slovak	2			1	4				7
Spanish	1,487	2,210	1,176	2,636	2,497	2,436	2,569	2,604	17,615
Swedish				10	2	2			14
Thai	4		2	20	43	38	4	41	152
Tongan	2		1	4	7	2		1	17
Turkish				9	6	1			16
Urdu	14			6	12	6		3	41
Vietnamese	56	3	7	103	180	94	192	327	962
Yaruba			1	1					2
Other Not Listed	7			14	11	5	3	12	52
Total	2,091	2,275	1,227	4,036	3,984	3,235	3,404	4,479	24,731

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1986.

Table B.12

Number of Elementary LEP Pupils Partcipating in ILPs by Grade and by Administrative Region

Region	K	1	2	3	4	5	6	Total
	Grade							
A	319	406	335	276	285	253	217	2,091
B	275	313	337	473	414	346	117	2,275
C	200	205	206	191	159	150	116	1,227
D	570	670	641	636	587	483	449	4,036
E	594	716	635	615	559	576	289	3,984
F	431	595	530	475	445	395	364	3,235
G	404	532	462	553	580	424	449	3,404
H	771	770	766	674	592	524	382	4,479
Total	3,564	4,207	3,912	3,892	3,621	3,151	2,383	24,731

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1986.

Table B.13

LEP Elementary Pupils Participating in English Reading Programs by Major Languages and by Grade

		Grade							
Language	Total LEP	K	1	2	3	4	5	6	Total
Armenian	458	9	22	44	56	57	59	47	294
Cantonese	1,464	17	79	107	108	126	95	100	632
Korean	1,641	35	88	110	111	97	103	78	622
Pilipino	808	22	60	89	75	72	72	34	424
Spanish	98,126	248	1,258	3,100	6,630	6,860	5,260	3,137	26,493
Vietnamese	999	17	67	81	99	68	66	54	452
Other Languages	3,218	61	248	239	220	212	207	136	1,323
Total	106,714	409	1,822	3,770	7,299	7,492	5,862	3,586	30,240

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1986.

Table B.14

Elementary Pupils Reclassified from LEP to FEP by Language and by Grade

	Grade								
Language	K	1	2	3	4	5	6	Total	Percent Reclassified[a]
Armenian	1	1	14	17	18	17	35	103	18%
Cantonese	2	4	36	40	72	58	74	286	16
Farsi		10	23	18	10	15	11	87	17
Japanese		5	10	4	4	10	9	42	12
Khmer			6	10	18	14	11	59	11
Korean	2	17	69	71	98	63	65	385	9
Pilipino	5	13	26	30	26	46	25	171	18
Spanish	31	263	1,101	1,837	2,717	2,881	1,908	10,738	10
Vietnamese		12	28	40	41	58	51	230	19
Other Combined Languages	3	28	85	74	108	90	67	455	19
Total	44	353	1,398	2,141	3,112	3,252	2,256	12,556	10

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1986. Reclassification was from February 22, 1985 to February 7, 1986.

[a] Percentages are calculated by dividing the number of reclassified pupils by the sum of LEP pupils and reclassified pupils.

Table B.15

Nonbilingual Elementary Classroom Personnel Assigned to Schools by Language, by Position, and by Fluency

Language/ Assignment	Bilingual Cred./ Cert. of Comp.	District Fluency			Total
		A	B	C	
Armenian					
Classroom teacher			1		1
Cantonese					
Administration	1		1	1	3
Instruction	2				2
Noninstruction	1				1
Japanese					
Classroom teacher	1		2		3
Instruction		1			1
Noninstruction			1		1
Combination[a]			1		1
Korean					
Classroom teacher	2				2
Instruction	1				1
Noninstruction	1				1
Pilipino					
Classroom teacher		1			1
Noninstruction				1	1

(Table B.15 continued)

Language/ Assignment	Bilingual Cred./ Cert. of Comp.	District Fluency			Total
		A	B	C	
Russian					
Combination[a]		1			1
Samoan					
Instruction		1			1
Spanish					
Classroon teacher	10	3	4	10	27
Administration	72	27	14	11	124
Instruction	100	18	19	15	152
Noninstruction	60	5	5	10	80
Combination[a]	50	2	5	12	69
Additional teacher[b]	3			1	4
Total	304	59	53	61	477

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1986.

[a] Combination assignments include both instructional and noninstructional services.

[b] "Additional teachers" are waivered teachers hired by schools having 20 or more LEP pupils who speak the same primary language.

Table B.16

Elementray Bilingual Paraprofessionals by Language

Language	Education Aides	Teacher Assistants	Adult Volunteers	Total
Arabic		13	7	20
Armenian	18	29	14	61
Assyrian			2	2
Bengali			1	1
Bulgarian			1	1
Burmese			1	1
Cantonese	29	73	22	124
Czech			2	2
Farsi	2	9	38	49
French	1	3	5	9
German	1		3	4
Gujarati			5	5
Hebrew	3	4	27	34
Hindi			1	1
Hungarian			6	6
Indonesian			3	3
Italian	2	1	2	5
Japanese	14	5	71	90
Khmer		7	4	11
Korean	22	25	66	113
Lao		1		1
Mandarin	1	1	18	20
Melanesian			1	1
Nepali			1	1
Other Chinese		2	8	10
Other Philippine			2	2
Panjabi			3	3
Pilipino	16	8	32	56
Polish		1	6	7
Portuguese			5	5
Romanian			7	7
Russian	2	1	4	7
Samoan	3		4	7
Serbian			1	1
Serbo Croatian			1	1
Slovak			3	3
Spanish	2,324	3,454	960	6,738
Swedish			5	5
Taiwanese			11	11
Thai	1	3	14	18
Tongan			1	1
Turkish			2	2

(Table B.16 continued)

Language	Education Aides	Teacher Assistants	Adult Volunteers	Total
Urdu	2		2	4
Vietnamese	7	28	20	55
Yarubah			1	1
Others not Listed		1	6	7
Total	2,448	3,669	1,399	7,516

Note. Based on Elementary Principal's Summary (Form 25), February 1986.

Table B.17

Number of Secondary LEP Students by Grade and by Administrative Region

Region/ Division	Grade							
	6[a]	7	8	9	10	11	12	Total
Region								
A		323	336	332				991
B	574	818	832	184				2,408
C	48	640	489	424				1,601
D	5	878	978	1,011	3	1	3	2,879
E	262	762	736	677		1		2,438
F	41	602	588	607				1,838
G		891	772	739				2,402
H	649	1,455	1,517	394	1			4,016
Division								
Senior High		42	38	2,468	8,452	3,323	1,322	15,645
Options			6	37	136	42	26	247
Total	1,579	6,411	6,292	6,873	8,592	3,367	1,351	34,465

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1986.

[a] Junior High Schools with 6th grade.

Table B.18

Major Languages of Secondary LEP Students by Grade

	Grade							
Language	6[a]	7	8	9	10	11	12	Total
Armenian	6	68	74	93	118	51	12	422
Cantonese	4	133	161	177	170	71	21	737
Farsi	24	43	55	85	128	75	54	464
Korean	39	179	247	232	324	141	57	1,219
Pilipino	15	71	87	98	93	43	25	432
Spanish	1,411	5,440	5,179	5,620	7,154	2,624	1,045	28,473
Vietnamese	31	144	147	166	201	111	34	834
Other Language Combined	49	333	342	402	404	251	103	1,884
Total	1,579	6,411	6,292	6,873	8,592	3,367	1,351	34,465

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1986.

[a] Junior High Schools with 6th grade.

Table B.19

Identified Secondary LEP Students by Language and by Region

Language	Region/Division									
	A	B	C	D	E	F	G	H	Senior High	Total
Afghan	1			4	2	1	1		28	37
Afrikaans									1	1
Amer. Indian Langs:										
Navajo								1	2	3
Cherokee									1	1
Amharic				9					12	21
Arabic	2		1	9	12	12		2	58	96
Armenian				186	30	5		17	184	422
Assyrian					4	1			8	13
Bengali				3					1	4
Bulgarian									1	1
Burmese						1		5	8	14
Ceylonese									2	2
Chinese Languages:										
Cantonese	9		10	12	11	67	36	242	350	737
Mandarin	11	1		19	19	25	29	30	85	219
Taiwanese				8	7	14	5		27	61
Toishanese				1		7		4	2	14
Other Chinese			1	14	9	62		17	89	192
Creole	1		4	3	1	1			3	13
Croation									1	1
Czech				1	4				5	10
Danish				1						1
Dutch									1	1
Farsi	3		1	53	87	25		5	290	464
Fijian				2						2
French	1			7	4	1		3	11	27
German	1			3	2	1		1	4	12
Greek									2	2
Gujarati	2		1			2		2	20	27
Haitian Creole									3	3

(Table B.19 continued)

Language	A	B	C	D	E	F	G	H	Senior High	Total
	Region/Division									
Hebrew				21	49	5			48	123
Hindi		1		5		8		3	20	37
Hungarian	1			4	4				3	12
Ibo									1	1
Indonesian				2	2	1	1	5	10	21
Italian	2				3	1		1	6	13
Japanese	13		1	14	5	7	1	5	39	85
Khmer	6	1		15	30	26	2	104	178	362
Korean	59	2	4	202	117	90	4	165	576	1,219
Lao				13	6	1		9	17	46
Malay	1			1						2
Norwegian					2					2
Panjabi					3	5		1	5	14
Pashto				1	1	1			3	6
Philippine Languages:										
Ilocano	1		1	1	1			5	10	19
Pilipino	42	1	1	41	31	29	2	87	198	432
Visayan					1				1	2
Other Philippine				1		3	2	2	3	11
Polish				4	3	3		1	7	18
Portuguese				2	4			2	6	14
Romanian		3		10	3	1		4	27	48
Russian				17		2			8	27
Samoan	11		2	1					8	22
Serbian				1						1
Serbo-Croatian									1	1
Sinhalese					2	2			1	5
Spanish	796	2,395	1,568	2,090	1,868	1,346	2,281	3,140	12,989	28,473
Swahili									1	1
Swedish	2					1			2	5
Thai	3	3		26	5	14		13	83	147
Tibetan					1					1

(Table B.19 continued)

	Region/Division									
Language	A	B	C	D	E	F	G	H	Senior High	Total
Hebrew				21	49	5			48	123
Hindi		1		5		8		3	20	37
Hungarian	1			4	4				3	12
Ibo									1	1
Indonesian				2	2	1	1	5	10	21
Italian	2				3	1		1	6	13
Japanese	13		1	14	5	7	1	5	39	85
Khmer	6	1		15	30	26	2	104	178	362
Korean	59	2	4	202	117	90	4	165	576	1,219
Lao				13	6	1		9	17	46
Malay	1			1						2
Norwegian					2					2
Panjabi					3	5		1	5	14
Pashto				1	1	1			3	6
Philippine Languages:										
Ilocano	1		1	1	1			5	10	19
Pilipino	42	1	1	41	31	29	2	87	198	432
Visayan					1				1	2
Other Philippine				1		3	2	2	3	11
Polish				4	3	3		1	7	18
Portuguese				2	4			2	6	14
Romanian		3		10	3	1		4	27	48
Russian				17		2			8	27
Samoan	11		2	1					8	22
Serbian				1						1
Serbo-Croatian									1	1
Sinhalese					2	2			1	5
Spanish	796	2,395	1,568	2,090	1,868	1,346	2,281	3,140	12,989	28,473
Swahili									1	1
Swedish	2					1			2	5
Thai	3	3		26	5	14		13	83	147
Tibetan					1					1

(Table B.19 continued)

	Region/Division									
Language	A	B	C	D	E	F	G	H	Senior High	Total
Tongan					3	1			7	11
Turkish	1					1			6	8
Urdu	1			3	1	5			12	22
Vietnamese	21	1	2	65	100	58	38	140	409	834
Yarubah			1							1
Other Not Listed			3	4	1	2			8	18
Totals	991	2,408	1,601	2,879	2,438	1,838	2,402	4,016	15,892	34,465

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1986.

Table B.20

Identified LEP Students in Secondary Bilingual Programs

	Region/Division										
Program	A	B	C	D	E	F	G	H	SH	SO[a]	Total
Bilingual/ Bilcultural Program		15		75	28	12	31	137	84		382
ESL Program	848	2,013	1,433	2,642	2,128	1,667	1,744	3,414	10,540		26,429
Individual Learning Programs[b]	61	30	78	59	32	68	28	13	157	235	761
Awaiting Reclassification	82	350	90	103	250	91	599	452	4,864	12	6,893
Total	991	2,408	1,601	2,879	2,438	1,838	2,402	4,016	15,645	247	34,465

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1986.

[a] Senior High Options

[b] Includes both ESL and Bilingual Individual Learning Programs.

Table B.21

Number of ESL Levels for LEP Students

Course	Number of Class Periods	Type of Teacher		
		Bilingual	ESL	Other
ESL ILP only	33	1	18	14
ESL I/Beginning	769	237	448	84
ESL II/Intermediate	624	135	437	52
ESL III/Advanced A	172	34	119	19
ESL IV/Advanced B	247	54	156	38
Total	1,845	461	1,178	207

Note. Table does not include continuation and opportunity schools. Based on Secondary Bilingual Program Survey (Form 23), February 1986.

Table B.22

Major Languages of LEP Students by ESL Level

Language	ESL Level Beginning/I	Intermediate/II	Advanced A/ Level III	Advanced B/ Level IV	Total
Arabic	19	22	14	18	73
Armenian	25	91	64	171	351
Cantonese	164	178	114	125	581
Khmer	79	94	69	61	303
Korean	245	327	198	242	1,012
Mandarin	41	46	35	34	156
Other Chinese	32	56	38	40	166
Persian	73	95	75	96	339
Pilipino	41	94	80	100	315
Spanish	8,899	6,493	3,516	3,939	22,847
Thai	28	30	42	33	133
Vietnamese	165	183	122	142	612
Other Languages Combined	174	193	145	172	684
Total	9,985	7,902	4,512	5,173	27,572

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1986.

Table B.23

Certificated Secondary Bilingual Teaching Personnel by Language and Fluency Level

Language	Bilingual Credential or Certificate of Competency	District A Fluency	District B Fluency	District C Fluency	Total
Armenian	2	6			8
Cantonese	3	4		1	8
Farsi	3				3
Japanese	1	2			3
Korean	6	4			10
Pilipino	1	12			13
Russian		1			1
Samoan		1			1
Spanish	274	316	60	44	694
Vietnamese	1	1			2
Total	291	347	60	45	743

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1986.

Table B.24

Secondary Bilingual Paraprofessionals by Language

Language	Education Aides	Teacher Assistants	Bilingual Peer Tutors	Adult Volunteers	Total
Afgan		4	6		10
Amharic			2		2
Arabic	2	2	10	1	15
Armenian	9	16	33	2	60
Burmese		1	1		2
Cantonese	5	22	52	2	81
Farsi	1	15	63	1	80
French			2	3	5
German	1		2	3	6
Gujarati			3		3
Hebrew			40		40
Hindi		1	14		15
Hungarian			1		1
Ilocano		1	8		9
Indonesian			2		2
Italian		1	3		4
Japanese	4	2	24	3	33
Khmer		4	34	1	39
Korean	2	18	131	5	156
Lao		1	4		5
Mandarin	1	10	22	5	38
Other Chinese		9	31	4	44
Other Not Listed			1		1

(Table B.24 continued)

Language	Education Aides	Teacher Assistants	Bilingual Peer Tutors	Adult Volunteers	Total
Other Philippine			3		3
Panjabi			2		2
Pashto			1		1
Pilipino	3	3	53	1	60
Polish			4		4
Portuguese			1		1
Romanian		1	3	1	5
Russian		2	16		18
Serbo Croation			1		1
Spanish	230	530	1,550	107	2,417
Taiwanese			8		8
Thai		1	8	2	11
Toishanese			1		1
Tongan			1		1
Urdu			2		2
Vietnamese	5	12	121	3	141
Total	263	656	2,264	144	3,327

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1986.

Table B.25

Certificated Secondary Nonteaching Bilingual Personnel by Language and Fluency Level

Language	Bilingual Credential or Certificate of Competency	District Fluency		
		A	B	C
Armenian	1	2		
Cantonese			1	
Farsi				2
Japanese		2		
Korean	2	2		
Mandarin	1	1		
Spanish	106	102	12	25
Total	110	109	13	27

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1986.

Table B.26

Percentage of Secondary LEP Students Reclassified as FEP

Language	Students Number Reclassified	 Number of LEP	 Total	 Percentage Reclassified
Armenian	130	422	552	25%
Cantonese	179	737	916	20
Farsi	86	464	550	16
Khmer	205	362	567	36
Korean	336	1,219	1,555	22
Pilipino	292	432	724	40
Spanish	3,484	28,473	31,957	11
Vietnamese	388	834	1,222	32
Other Languages	354	1,522	1,876	19
Total	5,454	34,465	39,919	14

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1986.

Table B.27

Primary Languages of Special Education LEP Students by Region/Division

	Region/Division										
Language	A	B	C	D	E	F	G	H	Senior High	Special Ed.	Total
Amharic										1	1
Arabic				1		2			2	7	12
Armenian				10	2			8	4	23	47
Chinese Languages:											
Cantonese				1		2	5	9	1	19	37
Mandarin				1						1	2
Taiwanese				2		1				6	9
Toishanese								1			1
Other Chinese				1			2	2		6	11
Croatian										2	2
Farsi				3	2				2	21	28
French				1	2						3
German					1				1		2
Gujarati					1					1	2
Hebrew				1					3	3	7
Hindi				1	1					3	5
Hungarian										1	1
Indonesian										1	1
Italian	1				3			2		4	10
Japanese										12	12
Khmer				2	1		1		1	2	7
Korean				6	2	1		2	4	22	37
Lao	1						1			2	4
Malay			1	1							2
Panjabi						1					1

(Table B.27 continued)

Language	A	B	C	D	E	F	G	H	Senior High	Special Ed.	Total
	Region/Division										
Philippine Languages:											
Ilocano									1	1	2
Pilipino	1	1		3	1	3	3	4	4	23	43
Romanian					1					1	2
Russian					1					3	4
Samoan										3	3
Serbo-Croatian	1										1
Sinhalese									1		1
Spanish	135	273	144	272	179	158	506	314	155	1,537	3,673
Thai					1	1					2
Tongan										1	1
Urdu					1					1	2
Vietnamese				4	1	1	4	2	5	23	40
Other Not Listed			1					2		3	6
Unidentified		5									5
Totals	139	279	146	310	200	170	522	346	184	1,734	4,030

Note. Based on Special Education Bilingual Program Survey (Form 21), February 1986.

Table B.28

Number of Special Education LEP Students by Type of IEP, Exceptionality, and School Type

Exceptionality	Elementary Full IEP	Elementary Modified IEP	Secondary Full IEP	Secondary Modified IEP	Special Ed. Modified IEP	Total
Aphasic		290		42		332
Autistic		10			29	39
Deaf/Hard of Hearing	8	176		49	103	336
Developmentally Handicapped					275	275
Educable Retarded		263	6	140		409
Learning Handicapped	28	768	28	302	20	1,146
Multihandicapped		24		2	172	198
Othopedically Handicapped/ Other Health Impaired		53	1	5	331	390
Seriously Emotionally Disturbed	2	27		6	11	46
Trainable Mentally Retarded		19		6	654	679
Visually Handicapped/Blind		9		2	35	46
Other Nonverbal/Low Verbal Handicapped	3	18		9	104	134
Total	41	1,657	35	563	1,734	4,030

Note. Based on Special Education Bilingual Program Survey (Form 21), February 1986.

Table B.29

Number of Special Education FEP Students by Language and School

	School Type			
Language	Elementary	Secondary	Special Ed.	Total
Arabic	5	2	1	8
Armenian	2	6		8
American Indian Languages:				
Navajo			1	1
Chinese Languages:				
Cantonese	2	5	2	9
Mandarin	1	1		2
Taiwanese		1		1
Other Chinese		2		2
Creole	1			1
Finnish		1		1
French	1	1	2	4
German		2		2
Gujarati		3		3
Hebrew	1	2		3
Ibo			1	1
Italian		1		1
Japanese	3	1	2	6
Korean	1	3	1	5
Lao	1			1
Persian	1	1	1	3
Philippine Languages:				
Ilocano		1		1
Pilipino	2	1	6	9
Romanian		1		1
Russian			2	2
Samoan	1			1
Spanish	554	824	66	1,444
Thai	1			1
Turkish	1			1
Vietnamese	2	3		5
Other not listed		57		57
Unidentified	1		13	14
Total	581	919	98	1,598

Note. Based on Special Education Bilingual Program Survey (Form 21), February 1986.

Table B.30

Number of Teachers Assigned to the Special Education Bilingual Program by Language and Credential or Fluency

	Bilingual Credential	District Fluency			English Only
		A	B	C	
Elementary					
Spanish	6	4	3	8	
English					417
Secondary					
Spanish	3	1		1	
English					176
Special Education					
Spanish	9	3	1	1	
Pilipino (Tagalog)	3				
English					393
Total	21	8	4	10	986

Note. Based on Special Education Bilingual Program Survey (Form 21), February 1986.

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Table B.31

Number of Bilingual Paraprofessionals Serving Special Education LEP Students by Language, School Type, and Classification

			Special Ed.[c]		
Language	Elementary[a] Trainee/Assistant	Secondary[b] Trainee/Assistant	Trainee/ Assistant	Adult/ Volunteer	Total
Arabic				2	2
Armenian		2		1	3
Cantonese				2	2
Farsi	1			2	3
Gujarati				1	1
Hebrew				1	1
Hindi				1	1
Italian				1	1
Japanese	1			3	4
Khmer				1	1
Korean				3	3
Mandarin				1	1
Other American Indian		1			1
Other Not Listed				1	1
Pilipino				1	1
Romanian				1	1
Spanish	297	47	114	53	511
Taiwanese				2	2
Vietnamese				2	2
Total	299	50	114	79	542

[a] Based on Elementary Principal's Summary (Form 25), February 1986.

[b] Based on Secondary Bilingual Program Survey (Form 23), February 1986.

[c] Based on Special Education School Summary (Form 26), February 1986.

Table B.32

Number of Special Education Students Meeting Criteria for Adding Formal English Reading by Language and School Level

	School Level			
Language	Elementary	Secondary	Special Education	Total
Arabic	3			3
Armenian	8			8
Cantonese	7			7
Farsi	2		1	3
French	2			2
Gujarati	1			1
Hindi	1			1
Italian	1	2		3
Korean	4		1	5
Lao	1			1
Malay	1			1
Mandarin	1			1
Other Chinese	1			1
Pilipino	4	1	1	6
Samoan			1	1
Spanish	854	60	37	951
Taiwanese	1			1
Thai	1			1
Toishanese	1			1
Turkish			1	1
Urdu	1			1
Vietnamese	4	3		7
Other Not Listed	1		1	2
Total	900	66	43	1,009

Note. Based on Special Education Bilingual Program Survey (Form 21), February 1986.

Table B.33

Number of Special Education Students Reclassified From LEP to FEP by Language and School Level

	School Level			
	Elementary	Secondary	Special Education	Total
Amharic		1		1
Armenian		1		1
Other Chinese		1		1
Spanish	32	54	7	93
Total	32	57	7	96

Note. Based on Special Education Bilingual Program Survey (Form 21), February 1986.

Appendix C
Instruments

HOME LANGUAGE SURVEY

ENGLISH

Date ____________________

School ____________________

Teacher ____________________

The *California Education Code* requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: ____________________ Last ____________________ First ____________________ Middle ____________________ Grade ____________________ Age ____________________

1. Which language did your son or daughter learn when he or she first began to talk? ____________________
2. What language does your son or daughter most frequently use at home? ____________________
3. What language do you use most frequently to speak to your son or daughter? ____________________
4. Name the language most often spoken *by the adults* at home. ____________________

State of California
Department of Education
OPER-LS 77 R-6/78
(English version 4/82)

____
Signature of parent or guardian

No. 2003609

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Elementary Bilingual Program Survey - Form 20, Spring 1986

SECTION I: STAFF DATA

1 School Name

2 Location Code

3 Region

4 YRS Only Circle one: A B C D E

5 Certificated Employee's Name | Last | First | MI

6 Employee Number

7 Assignment Code*

8 Substitute Teacher Circle Yes No

9 Full-time at this school (6 or more hours daily) Circle Yes No

10 Number of schools served (if applicable)

11A. Credential/Waiver Code*
1. ____________
2. ____________

11B. Language Code*
1. ____________
2. ____________

11C. District Language Fluency Code*
1. ____________
2. ____________

11D. Language Code*
1. ____________
2. ____________

11E. Uses Language with Pupils? ( )
1. Yes ___ No ___
2. Yes ___ No ___

SECTION II: PUPIL DATA, K-6

12 Number of participating pupils in bilingual classroom | LEP | FEP | Eng.-only

13 Number of LEP pupils on ILPs

14 No. of LEP pupils in Sp. Ed. (SDC) IEPs

15 Total Class Enrollment

78

Grade	Lang. Code	No. of Identified LEP			Spec. Educ. Day Classes (SDC)			Primary Lang. BINL				Add Eng. Read.	LEP Racial/Ethnic Designation					
		Bil. Class-Program	ILPs: Less Than 10	ILPs: Par. Request	Full IEP	Mod. IEP	Par. Ed.	NON	LTD	FNC	PRO		Amer. Ind.	Asian	Filip.	Black	Hisp.	White
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34

*Refer to Instructions for Completing Form 20 for codes and instructions.

(continue on reverse)

DE03;BF20.86:CH
11/27/85

SECTION II: PUPIL DATA, K-6 (continued)

Grade	Lang. Code	No. of Identified LEP			Spec. Educ. Day Classes (SDC)			Primary Lang. BINL				Add Eng. Read.	LEP Racial/Ethnic Designation					
		Bil. Class Program	ILPs: Less Than 10	ILPs: Par. Request	Full IEP	Mod. IEP	Par. Ed.	NON	LTD	FNC	PRO		Amer. Ind.	Asian	Filip.	Black	Hisp.	White
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34

SECTION III: PRIMARY LANGUAGE INSTRUCTIONAL SUPPORT PERSONNEL

Personnel Code	Number of Personnel	Personnel Description (For Code 13 Only)	Lang. Code
35	36	37	38

Person to call at school regarding this form, if necessary:

______________________________ Tel. No. ________________

SECTION IV: LEP PUPILS FROM OTHER SCHOOLS

Grade	Lang. Code	Sending School Name	Location Code	No. of LEP Pupils			
				SZ	PWT	CVP	CAP
39	40	41	42	43	44	45	46

I certify that the information entered on this form is correct to the best of my knowledge and belief.

Teacher's Signature ________________________________

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Special Education Bilingual Program Survey K-12 - Form 21, Spring 1986

№ 2101278

All special education certificated staff with fluency in a language other than English and special education register-carrying teachers (SDC) with LEP students will complete Section I of this form.

SECTION I: STAFF DATA

1 School Name

2 Location Code

3 Region

4 YRS Only Circle one: A B C D

5 Certificated Employee's Name Last First MI

6 Employee Number

7 Assignment Code*

8 Substitute Teacher Circle Yes No

9 Full-time at this school (6 or more hours daily) Circle Yes No

10 Grade level of students reported

11A. Credential Code*
1. ____________
2. ____________

11B. Language Code*
1. ____________
2. ____________

11C. District Language Fluency Code*
1. ____________
2. ____________

11D. Language Code*
1. ____________
2. ____________

11E. Uses Language with Students? ( )
1. Yes ___ No ___
2. Yes ___ No ___

SECTION II: STUDENT DATA, K-12

12 No. of participating students in bilingual classroom

13 Number of LEP students on ILPs

14 No. of LEP students on SDC Bilingual IEPs

15 Total Class Enrollment

Spec. Educ. Code	Lang. Code	No. of Identified LEP			Spec. Educ. Day Classes (SDC)			Primary Lang. BINL				Add Eng. Read.	LEP Racial/Ethnic Designation					
		Bil. Class Program	ILPs: Less Than 10	ILPs: Par. Request	Full Bil. IEP	Mod. Bil. IEP	Par. Ed.	NON	LTD	FNC	PRO		Amer. Ind.	Asian	Filip.	Black	Hisp.	White
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34

*Refer to Instructions for Completing Form 21 for codes and instructions.

DE03:BF21.86:CH
11/27/85

(continue on reverse)

SECTION II: STUDENT DATA, K-12 (continued)

Spec. Educ. Code	Lang. Code	No. of Identified LEP			Spec. Educ. Day Classes (SDC)			Primary Lang. BINL				Add Eng. Read.	LEP Racial/Ethnic Designation					
		Bil. Class Program	ILPs: Less Than 10	ILPs: Par. Request	Full Bil. IEP	Mod. Bil. IEP	Par. Ed.	NON	LTD	FNC	PRO		Amer. Ind.	Asian	Filip.	Black	Hisp.	White
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34

SECTION III: PRIMARY LANGUAGE INSTRUCTIONAL SUPPORT PERSONNEL

Personnel Code	Number of Personnel	Personnel Description (For Code 13 Only)	Lang. Code
35	36	37	38

Person to call at school regarding this form, if necessary:

____________________ Tel. No. ________________

SECTION IV: LEP STUDENTS FROM OTHER SCHOOLS

Grade	Lang. Code	Sending School Name	Location Code	No. of LEP Students			
				SZ	PWT	CVP	CAP
39	40	41	42	43	44	45	46

I certify that the information entered on this form is correct to the best of my knowledge and belief.

Teacher's Signature ________________________

LOS ANGELES UNIFIED SCHOOL DISTRICT No.
Research and Evaluation Branch

SECONDARY BILINGUAL PROGRAM SURVEY - FORM 23

SPRING 1986

School Name: ______________________ Location Code: __________

Region or Division A B C D E F G H SR
(circle one)

Schedule: A B C D
(If applicable, circle one.)

Type of School: Reg. YRS Mag. Alt.
(circle one)

Reminder: Use No. 2 pencil. Do not type numerals.

SECTION 1 - STUDENT INFORMATION

Directions: Enter the number of identified LEP students as of February 22, 1985 for items A-K. (Year-Round Schools see Instructions For Completing Secondary Bilingual Program Survey - Form 23, for dates.)

A. BILINGUAL PROGRAM

1. Number of identified LEP students in bilingual program. __________

B. ESL PROGRAM

1. Number of identified LEP students in ESL program. __________

C. INDIVIDUAL LEARNING PLAN

1. Number of identified LEP students receiving both ESL and primary language communication on an ILP. __________

2. Number of identified LEP students receiving ESL, but not primary language communication on an ILP. __________

D. LEP STUDENTS AWAITING RECLASSIFICATION

1. Number of identified LEP students no longer in ESL program or Individual Learning Plan and have not passed all reclassification criteria. __________

E. TOTAL NUMBER OF IDENTIFIED LEP STUDENTS (TOTAL OF A+B+C+D ABOVE) __________

DE03;BF23.86:CH
11/25/85

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School Name: ____________________

Location Code: ____________

Schedule: ____________

F. IDENTIFIED LEP STUDENTS BY RACIAL/ETHNIC GROUP

1. American Indian/Alaskan Native
2. Asian/Pacific Islander
3. Filipino
4. Black, Not of Hispanic Origin
5. Hispanic
6. White, Not of Hispanic Origin

TOTAL LEP Students (must equal total for Item E, at bottom of page 1)

G. SPANISH PREREQUISITE SKILLS SUMMARY

1. Number of Spanish-speaking identified LEP students who were given the CTBS Espanol, Level C. ____________
2. Number of identified LEP students who did not pass CTBS Espanol, Level C, and are currently enrolled in primary language communication skills. ____________
3. Number of identified LEP students who did not pass CTBS Espanol, Level C, and were withdrawn from bilingual program by parent request. ____________

H. LEP STUDENTS AWAITING RECLASSIFICATION WHO HAVE NOT PASSED CRITERIA

1. ASC or TOPICS ____________
2. PAIR or SHARP ____________
3. WRITE JR or WRITE SR ____________
4. BINL ____________

I. Item not used for this survey.

School Name: ______________________

Location Code: ______________

Schedule: ______________

J. IDENTIFIED LEP STUDENTS BY LANGUAGE AND GRADE

Enter the total number of identified LEP students by language and grade.

Language	Lang. Code.*	Grades							Total
		6	7	8	9	10	11	12	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
	Total								

If additional space is needed, continue on next page 3b. Put the total for page 3a at the bottom of 3a, and the total for page 3b at the bottom of 3b. The sum of 3a and 3b must equal total in Item E, page 1.

*Refer to Appendix B: Languages and Codes List.

School Name: ____________________

Location Code: ____________

Schedule: ____________

J. IDENTIFIED LEP STUDENTS BY LANGUAGE AND GRADE--continued

Enter the total number of identified LEP students by language and grade.

Language	Lang. Code.*	Grades							Total
		6	7	8	9	10	11	12	
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39									
40									
41									
42									
43									
44									
	Total								

Sum of 3a and 3b must equal total in Item E, page 1.

*Refer to Appendix B: Languages and Codes List.

School Name: ______________________________

Location Code: ____________

Schedule: ____________

K. IDENTIFIED LEP STUDENTS BY ESL LEVEL AND LANGUAGE

Enter the total number of identified LEP students by ESL level and language.

Language (1)	Lang. Code* (2)	Beginning or Level 1 (3)	Intermediate or Level II (4)	Advanced A or Level III (5)	Advanced B or Level IV (6)	Total (7)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
	Total					

If additional space is needed, continue on page 4b. Put the total for page 4a at the bottom of 4a, and the total for 4b at the bottom of 4b. Sum of 4a and 4b must equal total of A + B + C, page 1.

*Refer to Appendix B: Languages and Codes List.

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School Name: ______________________

Location Code: ____________

Schedule: ____________

K. IDENTIFIED LEP STUDENTS BY ESL LEVEL AND LANGUAGE--continued

Enter the total number of identified LEP students by ESL level and language.

Language (1)	Lang. Code* (2)	Beginning or Level 1 (3)	Intermediate or Level II (4)	Advanced A or Level III (5)	Advanced B or Level IV (6)	Total (7)
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
Total						

Sum of 4a and 4b must equal total of A + B + C, page 1.

*Refer to Appendix B: Languages and Codes List.

School Name: ______________________ Location Code: ______________

Schedule: ______________

L. SUMMARY OF LEP STUDENTS FROM OTHER SCHOOLS

Enter the total number of identified LEP students attending your school from other schools.

OTHER SCHOOL		Program Code*	Number of LEP students from sending schools							
School Name	Loc. Code		6	7	8	9	10	11	12	Total
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
		Total								

*Program codes:

Code	Program Description
1	PWT
2	CVP
3	CAP and CAP/PWT
4	SZ

School Name: ______________________________

Location Code: ______________

Schedule: ______________

M. FEP STUDENT ENROLLMENT AND RECLASSIFICATION DATA

Enter the total number of FEP students currently enrolled at your school by grade.

For reclassification, enter the number of students who were reclassified from LEP to FEP between February 22, 1985 and February 21, 1986 at your school whether or not they are still there.

		FEP Count									Reclassification	
Language	Lang. Code.*	6	7	8	9	10	11	12	Spec. Educ.	Total	Reg.	Spec. Educ.
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
	Total											

*Refer to Appendix B: Languages and Codes List.

If additional space is needed, continue on page 6b. Put total for page 6a at the bottom of 6a, and the total for page 6b at the bottom of 6b.

School Name: ______________________________ Location Code: ____________

Schedule: ____________

M. FEP STUDENT ENROLLMENT AND RECLASSIFICATION DATA--continued

Enter the total number of FEP students currently enrolled at your school by grade.

For reclassification, enter the number of students who were reclassified from LEP to FEP between February 22, 1985 and February 21, 1986 at your school whether or not they are still there.

		FEP Count									Reclassification	
Language	Lang. Code.*	6	7	8	9	10	11	12	Spec. Educ.	Total	Reg.	Spec. Educ.
23												
24												
25												
26												
27												
28												
29												
30												
31												
32												
33												
34												
35												
36												
37												
38												
39												
40												
41												
42												
43												
44												
	Total											

***Refer to Appendix B: Languages and Codes List.**

Put total for page 6a at bottom of 6a, and the total for page 6b at the bottom of 6b.

School Name: ______________________________ Location Code: __________

Schedule: ______________

N. PRIMARY LANGUAGE BINL

Enter the number of LEP students who were administered the BINL in the languages listed below and of those, the number who were classified as "NON".

	Language	Lang. Code.	No. of LEP Administered Primary Lang. BINL	No. of LEP Classified "NON"
1	Armenian	15		
2	Cantonese	22		
3	Korean	49		
4	Spanish	60		
5	Vietnamese	83		
		Total		

126

School Name: ______________________ Location Code: __________

Schedule: __________

SECTION II - SECONDARY PROGRAM INFORMATION

Enter the total number of class periods provided for LEP students in each of the subjects below:

Courses	No. of Class Periods Offered (1)	No. of Class Periods Taught by			No. of Class Periods Assisted by	
		Bil. Tchr.* (2)	ESL Tchr.* (3)	Other Tchr.* (4)	Bil. Aide/TA* (5)	Bil. Tutor/Vol.* (6)
A. ILP PROGRAM						
1 ESL ILP Only)					▨	▨
B. BILINGUAL AND ESL PROGRAM					▨	▨
2 ESL I (Beginning)					▨	▨
3 ESL II (Intermediate)					▨	▨
4 ESL III (Advanced A)					▨	▨
5 ESL IV (Advanced B)					▨	▨
C. CONTENT CLASSES FOR LEP STUDENTS					▨	▨
6 Intro. to English Reading					▨	▨
7 Intermediate Reading					▨	▨
8 PAIR/ SHARP					▨	▨
9 Primary Lang. Communication						
10 Orientation & Guidance						
11 Intro. to U.S. Heritage						
12 Mathematics						
13 Health						
14 Science						
15 Social Science						
TOTAL No. of Class Periods						

*Refer to Appendix A: Definition of Terms .

School Name: ______________________________ Location Code: __________

SECTION III - STAFF INFORMATION

A. CERTIFICATED BILINGUAL PERSONNEL

Enter unduplicated count of certificated personnel serving LEP students of the same language.

Language	Lang. Code (1)	Teaching: Biling. Cred./ Cert. Comp. (2)	Teaching: Dist. "A" Level (3)	Teaching: Dist. "B" Level (4)	Teaching: Dist. "C" Level (5)	Nonteaching: Biling. Cred./ Cert. Comp. (6)	Nonteaching: Dist. "A" Level (7)	Nonteaching: Dist. "B" Level (8)	Nonteaching: Dist. "C" Level (9)
1 Armenian	(15)								
2 Cantonese	(22)								
3 Farsi (Persian)	(61)								
4 Japanese	(45)								
5 Korean	(49)								
6 Mandarin	(25)								
7 Pilipino (Tagalog)	(62)								
8 Russian	(55)								
9 Samoan	(69)								
10 Serbo-Croatian	(70)								
11 Spanish	(60)								
12 Vietnamese	(83)								
	Total								

B. ESL TEACHERS

1. Enter the number of the following ESL teachers who are currently teaching ESL classes:

a. Type I* ________ c. Type III* ________

b. Type II* ________ d. Type IV* ________

TOTAL ________

*Refer to Appendix A: for Definition of Terms .

School Name ____________________________________

Location Code: ____________

Schedule: ____________

C. BILINGUAL PARAPROFESSIONALS

REMINDER: Report only paid personnel who are bilingual/biliterate in the same language as the students they serve (columns 1-4).

Language	Lang. Code[a]	Bilingual Crosscultural Aides[b]		Bilingual Crosscultural Teacher Assistants (3)	Spec. Educ. Crosscultural Bilingual Asst/Trainee (4)	Bilingual Peer Tutors (5)	Bilingual Volunteers (6)	TOTA (7)
		Dist. (1)	Sch. (2)					
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
	Total							

[a] Refer to Appendix B: Languages and Codes List .

[b] Refer to Appendix A: Definition of Terms.

School Name ______________________ Location Code: ____________

Schedule: ____________

SECTION IV - COMMENTS

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SECTION V - PRINCIPAL'S SIGNATURE

Person to call regarding this form, if necessary:

Name	Phone Number	Date

I certify that the information entered on this form has been verified and is correct to the best of my knowledge and belief.

____
Signature of Principal

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

No.

SECONDARY BILINGUAL PROGRAM SURVEY - FORM 23 - OPTIONS

SPRING 1986

School Name: ______________________ Location Code: ______________

Region or Division (circle one) A B C D E F G H SR

Schedule: A B C D
(If applicable, circle one.)

Type of School: (circle one) Reg. YRS Mag. Alt. Opt.

Reminder: Use No. 2 pencil. Do not type numerals.

SECTION 1 - STUDENT INFORMATION

Directions: Enter the number of identified LEP students as of February 21, 1986 for items A-K. (Year-Round Schools see Instructions For Completing Secondary Bilingual Program Survey - Form 23, for dates.)

A. BILINGUAL PROGRAM

1. Number of identified LEP students in bilingual program. ______________

B. ESL PROGRAM

1. Number of identified LEP students in ESL program. ______________

INDIVIDUAL LEARNING PLAN

1. Number of identified LEP students receiving both ESL and primary language communication on an ILP. ______________
2. Number of identified LEP students receiving ESL, but not primary language communication on an ILP. ______________

D. LEP STUDENTS AWAITING RECLASSIFICATION

1. Number of identified LEP students no longer in ESL program or Individual Learning Plan and have not passed all reclassification criteria. ______________

E. TOTAL NUMBER OF IDENTIFIED LEP STUDENTS (TOTAL OF A+B+C+D ABOVE) ______________

DE03;BF023.86:CH
1/13/86

School Name: ______________________________

Location Code: ______________

Schedule: ______________

F. IDENTIFIED LEP STUDENTS BY RACIAL/ETHNIC GROUP

1. American Indian/Alaskan Native
2. Asian/Pacific Islander
3. Filipino
4. Black, Not of Hispanic Origin
5. Hispanic
6. White, Not of Hispanic Origin

TOTAL LEP Students (must equal total for Item E, at bottom of page 1)

G. SPANISH PREREQUISITE SKILLS SUMMARY

1. Number of Spanish-speaking identified LEP students who were given the CTBS Espanol, Level C. ______________
2. Number of identified LEP students who did not pass CTBS Espanol, Level C, and are currently enrolled in primary language communication skills. ______________
3. Number of identified LEP students who did not pass CTBS Espanol, Level C, and were withdrawn from bilingual program by parent request. ______________

H. LEP STUDENTS AWAITING RECLASSIFICATION WHO HAVE NOT PASSED CRITERIA

1. ASC or TOPICS ______________
2. PAIR or SHARP ______________
3. WRITE JR or WRITE SR ______________
4. BINL ______________

I. Item not used for this survey.

School Name: ______________________

Location Code: ______________

Schedule: ______________

J. IDENTIFIED LEP STUDENTS BY LANGUAGE AND GRADE

Enter the total number of identified LEP students by language and grade.

Language	Lang. Code.*	Grades 6	7	8	9	10	11	12	Total
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
	Total								

If additional space is needed, continue on next page 3b. Put the total for page 3a at the bottom of 3a, and the total for page 3b at the bottom of 3b. The sum of 3a and 3b must equal total in Item E, page 1.

*Refer to Appendix B: Languages and Codes List.

School
Name: ______________________________

Location
Code: ______________

Schedule: ______________

J. IDENTIFIED LEP STUDENTS BY LANGUAGE AND GRADE--continued

Enter the total number of identified LEP students by language and grade.

Language	Lang. Code.*	Grades							Total
		6	7	8	9	10	11	12	
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39									
40									
41									
42									
43									
44									
	Total								

Sum of 3a and 3b must equal total in Item E, page 1.

*Refer to Appendix B: Languages and Codes List.

School
Name: ______________________________

Location
Code: ______________

Schedule: ______________

K. IDENTIFIED LEP STUDENTS BY ESL LEVEL AND LANGUAGE

Enter the total number of identified LEP students by ESL level and language.

Language (1)	Lang. Code* (2)	Beginning or Level 1 (3)	Intermediate or Level II (4)	Advanced A or Level III (5)	Advanced B or Level IV (6)	Total (7)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
Total						

If additional space is needed, continue on page 4b. Put the total for page 4a at the bottom of 4a, and the total for 4b at the bottom of 4b. Sum of 4a and 4b must equal total of A + B + C, page 1.

*Refer to Appendix B: Languages and Codes List.

School Name: ______________________________

Location Code: ______________

Schedule: ______________

K. IDENTIFIED LEP STUDENTS BY ESL LEVEL AND LANGUAGE--continued

Enter the total number of identified LEP students by ESL level and language.

Language (1)	Lang. Code* (2)	Beginning or Level 1 (3)	Intermediate or Level II (4)	Advanced A or Level III (5)	Advanced B or Level IV (6)	Total (7)
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
	Total					

Sum of 4a and 4b must equal total of A + B + C, page 1.

*Refer to Appendix B: Languages and Codes List.

School Name: ______________________________ Location Code: ______________

Schedule: ______________

L. SUMMARY OF LEP STUDENTS FROM OTHER SCHOOLS

Enter the total number of identified LEP students attending your school from other schools.

OTHER SCHOOL		**Program Code***	**Number of LEP students from sending schools**							
School Name	**Loc. Code**		**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
		Total								

*Program codes:

Code	Program Description
1	PWT
2	CVP
3	CAP and CAP/PWT
4	SZ

School Name: ______________________________ Location Code: ____________

Schedule: ____________

M. FEP STUDENT ENROLLMENT AND RECLASSIFICATION DATA

Enter the total number of FEP students currently enrolled at your school by grade.

For reclassification, enter the number of students who were reclassified from LEP to FEP between February 22, 1985 and February 21, 1986 at your school whether or not they are still there.

		FEP Count									Reclassification	
Language	Lang. Code.*	6	7	8	9	10	11	12	Spec. Educ.	Total	Reg.	Spec. Educ.
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
	Total											

*Refer to Appendix B: Languages and Codes List.

If additional space is needed, continue on page 6b. Put total for page 6a at the bottom of 6a, and the total for page 6b at the bottom of 6b.

School Name: ______________________________

Location Code: ______________

Schedule: ________________

M. FEP STUDENT ENROLLMENT AND RECLASSIFICATION DATA--continued

Enter the total number of FEP students currently enrolled at your school by grade.

For reclassification, enter the number of students who were reclassified from LEP to FEP between February 22, 1985 and February 21, 1986 at your school whether or not they are still there.

		FEP Count									Reclassification	
Language	Lang. Code.*	6	7	8	9	10	11	12	Spec. Educ.	Total	Reg.	Spec. Educ.
23												
24												
25												
26												
27												
28												
29												
30												
31												
32												
33												
34												
35												
36												
37												
38												
39												
40												
41												
42												
43												
44												
	Total											

*Refer to Appendix B: Languages and Codes List.

Put total for page 6a at bottom of 6a, and the total for page 6b at the bottom of 6b.

School Name: ______________________________ Location Code: __________

Schedule: ______________

N. PRIMARY LANGUAGE BINL

Enter the number of LEP students who were administered the BINL in the languages listed below and of those, the number who were classified as "NON".

	Language	Lang. Code.	No. of LEP Administered Primary Lang. BINL	No. of LEP Classified "NON"
1	Armenian	15		
2	Cantonese	22		
3	Korean	49		
4	Spanish	60		
5	Vietnamese	83		
		Total		

School Name: ______________________________

Location Code: ____________

Schedule: ____________

SECTION II - OPTION PROGRAM INFORMATION

Enter the total number of LEP students in each of the subjects below:

Courses	No. of Students Enrolled (1)	No. of Students Taught by			No. of Students Assisted by	
		Bil. Tchr.* (2)	ESL Tchr.* (3)	Other Tchr.* (4)	Bil. Aide/TA* (5)	Bil. Tutor/Vol.* (6)
A. ILP PROGRAM						
1 ESL ILP Only)						
B. BILINGUAL AND ESL PROGRAM						
2 ESL I (Beginning)						
3 ESL II (Intermediate)						
4 ESL III (Advanced A)						
5 ESL IV (Advanced B)						
C. CONTENT CLASSES FOR LEP STUDENTS						
6 Intro. to English Reading						
7 Intermediate Reading						
8 PAIR/ SHARP						
9 Primary Lang. Communication						
10 Orientation & Guidance						
11 Intro. to U.S. Heritage						
12 Mathematics						
13 Health						
14 Science						
15 Social Science						
TOTAL No. of LEP Students						

*Refer to Appendix A: Definition of Terms .

School Name: ____________________ Location Code: __________

SECTION III - STAFF INFORMATION

A. CERTIFICATED BILINGUAL PERSONNEL

Enter unduplicated count of certificated personnel serving LEP students of the same language.

Language	Lang. Code (1)	Teaching				Nonteaching			
		Biling. Cred./ Cert. Comp. (2)	Dist. "A" Level (3)	Dist. "B" Level (4)	Dist. "C" Level (5)	Biling. Cred./ Cert. Comp. (6)	Dist. "A" Level (7)	Dist. "B" Level (8)	Dist. "C" Level (9)
1 Armenian	(15)								
2 Cantonese	(22)								
3 Farsi (Persian)	(61)								
4 Japanese	(45)								
5 Korean	(49)								
6 Mandarin	(25)								
7 Pilipino (Tagalog)	(62)								
8 Russian	(55)								
9 Samoan	(69)								
10 Serbo-Croatian	(70)								
11 Spanish	(60)								
12 Vietnamese	(83)								
	Total								

B. ESL TEACHERS

1. Enter the number of the following ESL teachers who are currently teaching ESL classes:

a. Type I* ________

b. Type II* ________

c. Type III* ________

d. Type IV* ________

TOTAL ________

*Refer to Appendix A: for Definition of Terms .

School Name ______________________

Location Code: ____________

Schedule: ____________

C. BILINGUAL PARAPROFESSIONALS

REMINDER: Report only paid personnel who are bilingual/biliterate in the same language as the students they serve (columns 1-4).

Language	Lang Code[a]	Bilingual Crosscultural Aides[b]		Bilingual Crosscultural Teacher Assistants (3)	Spec. Educ. Crosscultural Bilingual Asst/Trainee (4)	Bilingual Peer Tutors (5)	Bilingual Volunteers (6)	TOTAL (7)
		Dist. (1)	Sch. (2)					
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
Total								

[a] Refer to Appendix B: Languages and Codes List .

[b] Refer to Appendix A: Definition of Terms.

School Name ______________________________ Location Code: __________

Schedule: __________

SECTION IV - COMMENTS

SECTION V - PRINCIPAL'S SIGNATURE

Person to call regarding this form, if necessary:

Name	Phone Number	Date

I certify that the information entered on this form has been verified and is correct to the best of my knowledge and belief.

____
Signature of Principal

Research and Evaluation Branch
Bilingual Evaluation Unit

Nº 2400392

School Name ____________________ Loc. Code __________ Region ____

PRINCIPAL'S VERIFICATION - FORM 24, SPRING 1986

ALL SCHOOLS MUST SUBMIT THIS FORM

I. NUMBER OF IDENTIFIED LEP STUDENTS

Enter count of identified LEP students for each applicable category listed: If none, show 0, sign and return.

No. of LEP Students in:

A. Elementary Schools

1. Bilingual classrooms (sum total, section II, column 18, all copies of Form 20 with assignment code 1 or 2) ________
2. ILPs (sum total, section II columns 19 and 20, all copies of Form 20 with assignment code 2 or 3) ________
3. Special education day classes (sum total, section II, columns 21 and 22, all copies of Form 21) ________

B. Secondary Schools

1. Total number of identified LEP students shown for section 1, item E, all copies of Form 23 ________
2. Special education day classes (sum total, section II, columns 21 and 22, all copies of Form 21) ________

C. Special Education Schools

IEPs (sum total, section II, columns 21 and 22, all copies of Form 21) ________

GRAND TOTAL OF IDENTIFIED LEP STUDENTS
(sum of all applicable categories) ☐

II. NUMBER OF FORMS SUBMITTED

Enter count of forms being submitted for each of the following: If forms are not applicable, enter "NA".

A. Form 20, Elementary Bilingual Program Survey ________
B. Form 21, Special Education Bilingual Program Survey ________
C. Form 23, Secondary Bilingual Program Survey ________
*D. Form 23, Secondary Bilingual Program Survey-Options ________

Principal's Signature ____________________ **Date** ____________________

Note: Please retain goldenrod copy for school files. Submit all other copies.

*Options-opportunity and continuation schools only.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Spring 1986

ELEMENTARY PRINCIPAL'S SUMMARY, FORM 25

School ______________________________ Region _____ Location Code ________

I. FEP PUPIL COUNT

Enter count of all FEP pupils. Enter counts by language and grade. For pupils with more than one home language, count only once.

For special education pupils assigned to special day classes (SDC), count pupils identified by BINL and pupils who show a home language other than English on the Parent Interview form, items D and E.

REMINDER: Do not count LEP pupils that have been reported on Form 20.

Language	Code*	K	1	2	3	4	5	6	Spec. Educ.	Totals
1	( )									
2	( )									
3	( )									
4	( )									
5	( )									
6	( )									
7	( )									
8	( )									
9	( )									
10	( )									
11	( )									
12	( )									
13	( )									
14	( )									
15	( )									
16	( )									
17	( )									
18	( )									
19	( )									
20	( )									
21	( )									
22	( )									
23	( )									
24	( )									
25	( )									
26	( )									
27	( )									
28	( )									
29	( )									
30	( )									
31	( )									
32	( )									
33	( )									
34	( )									
35	( )									
36	( )									
37	( )									
TOTALS			146							

*Refer to Instructions for Completing Form 20, Appendix B: Languages and Codes List.

School ______________________ Region ____ Location Code ________

II. RECLASSIFIED PUPIL COUNT (LEP to FEP)

Enter count of former LEP pupils who met all four criteria for reclassification to an English-only program between February 22, 1985 and February 7, 1986. Count the pupils at the grade level during which they met all four criteria. Include all pupils who met the reclassification criteria at your school within the dates noted. Include pupils who are no longer enrolled in your school but who met the criteria there.

Reminder: Some pupils reported in this section will also have been reported in Section I.

Language	Code*	K	1	2	3	4	5	6	Spec. Educ.	Totals
1	( )									
2	( )									
3	( )									
4	( )									
5	( )									
6	( )									
7	( )									
8	( )									
9	( )									
10	( )									
11	( )									
12	( )									
13	( )									
14	( )									
15	( )									
16	( )									
17	( )									
18	( )									
19	( )									
20	( )									
21	( )									
22	( )									
23	( )									
24	( )									
25	( )									
26	( )									
27	( )									
28	( )									
29	( )									
30	( )									
31	( )									
32	( )									
33	( )									
34	( )									
35	( )									
36	( )									
37	( )									
TOTALS										

*Refer to Instructions for Completing Form 20, Appendix B: Languages and Codes List.

Code

III. BILINGUAL CROSSCULTURAL PARAPROFESSIONAL COUNT

Enter count of all bilingual crosscultural paraprofessionals and other bilingual personnel serving LEP pupils at your school. If a person speaks more than one primary language, count the language used most often with pupils. Count education aides who are identified as bilingual at the District level (receiving bilingual differential) under DIST. and aides who are identified as bilingual at the school under SCH.

REMINDER: Report only paid personnel who are bilingual/biliterate in the same language as pupils they serve.

Language	Code*	Bilingual Aides		Bil. Tchr. Asst. (3)	Bil. Spec. Ed. Assts. Trainees (4)	Bil. Adult. Vol. (5)	Totals (6)
		Dist. (1)	Sch. (2)				
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
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22							
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24							
25							
26							
27							
28							
29							
30							
31							
32							
33							
34							
35							
36							
37							
TOTALS							

*Refer to Instructions for completing Form 20, Appendix B: Languages and Codes List.

Person to call at school regarding this form, if necessary:

I certify that the information entered on this form has been verified and is correct to the best of my knowledge and belief.

Name

Signature of Principal

Phone Number

Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

No. 2600047

Spring 1986

SPECIAL EDUCATION SCHOOL SUMMARY, FORM 26

School____________________ Region______ Location Code____________

I. FEP STUDENT COUNT

Enter count of all FEP students. Enter counts by language. For students with more than one home language, count only once.

For special education students assigned to special day classes (SDC), count students identified by BINL as FEP and students who show a home language other than English on the Parent Interview form, items D and E.

REMINDER: Do not count LEP students reported on Form 21.

Language	Code	K	1	2	3	4	5	6	Spec. Educ.	Totals
1 Arabic	(11)									
2 Armenian	(15)									
3 Cantonese	(22)									
4 Farsi (Persian)	(61)									
5 Hebrew	(41)									
6 Japanese	(45)									
7 Khmer (Cambodian)	(19)									
8 Korean	(49)									
9 Lao	(51)									
10 Mandarin	(25)									
11 Pilipino (Tagalog)	(62)									
12 Russian	(55)									
13 Spanish	(60)									
14 Thai	(77)									
15 Vietnamese	(83)									
Other languages: Enter one language per line										
16	( )*									
17	( )*									
18	( )*									
19	( )*									
20	( )*									
21	( )*									
22	( )*									
23	( )*									
24	( )*									
25	( )*									
26	( )*									
27	( )*									
28	( )*									
29	( )*									
30	( )*									
31	( )*									
32	( )*									
33	( )*									
34	( )*									
TOTALS										

*Refer to Instructions for Completing Form 21, Appendix B: Languages and Codes Lists.

DE03;BF26.86:CH
01/22/86

School ______________________________ Region _____ Location Code __________

II. RECLASSIFIED STUDENT COUNT (LEP to FEP)

Enter count of former LEP students who met all four criteria for reclassification to an English-only program between February 22, 1985 and February 7, 1986. Include all students who met the reclassification criteria at your school within the dates noted. Include students who are no longer enrolled in your school but who met the criteria there.

Reminder: Some students reported in this section will also have been reported in Section I.

Language	Code	K	1	2	3	4	5	6	Spec. Educ.	Totals
1	( )*									
2	( )*									
3	( )*									
4	( )*									
5	( )*									
6	( )*									
7	( )*									
8	( )*									
9	( )*									
10	( )*									
11	( )*									
12	( )*									
13	( )*									
14	( )*									
15	( )*									
16	( )*									
17	( )*									
18	( )*									
19	( )*									
20	( )*									
21	( )*									
22	( )*									
23	( )*									
24	( )*									
25	( )*									
26	( )*									
27	( )*									
28	( )*									
29	( )*									
30	( )*									
31	( )*									
32	( )*									
33	( )*									
34	( )*									
35	( )*									
36	( )*									
37	( )*									
38	( )*									
39	( )*									
40	( )*									
41	( )*									
42	( )*									
43	( )*									
44	( )*									
45	( )*									
46	( )*									
47	( )*									
TOTALS										

*Refer to Instructions for Completing Form 21, Appendix B: Languages and Codes List.

BILINGUAL CROSSCULTURAL PARAPROFESSIONAL COUNT

Enter count of all bilingual crosscultural paraprofessionals and other bilingual personnel serving LEP students at your school. If a person speaks more than one primary language, count the language used most often with students. Count education aides who are identified as bilingual at the District level (receiving bilingual differential) under DIST. and aides who are identified as bilingual at the school under SCH.

REMINDER: Report only paid personnel who are bilingual/biliterate in the same language as students they serve.

Language	Code*	Bilingual Aides		Bil. Tchr. Asst. (3)	Bil. Spec. Ed. Assts. Trainees (4)	Bil. Adult. Vol. (5)	Totals (6)
		Dist. (1)	Sch. (2)				
1	( )						
2	( )						
3	( )						
4	( )						
5	( )						
6	( )						
7	( )						
8	( )						
9	( )						
10	( )						
11	( )						
12	( )						
13	( )						
14	( )						
15	( )						
16	( )						
17	( )						
18	( )						
19	( )						
20	( )						
21	( )						
22	( )						
23	( )						
24	( )						
25	( )						
26	( )						
27	( )						
28	( )						
29	( )						
30	( )						
31	( )						
32	( )						
33	( )						
34	( )						
35	( )						
36	( )						
37	( )						
TOTALS							

*Refer to Instructions for completing Form 21, Appendix B: Languages and Codes List.

Person to call at school regarding this form, if necessary:

Name

Phone Number

Date

I certify that the information entered on this form has been verified and is correct to the best of my knowledge and belief.

Signature of Principal

Appendix D
Description of Instruments

APPENDIX D

Description of Instruments

Identification and Assessment

Home Language Survey (HLS). The HLS has been used since 1978 to identify students from homes where a language other than English is spoken. The HLS is a short questionnaire completed by the parents or guardians of students new to the District (see Appendix C).

Basic Inventory of Natural Language (BINL). The BINL is a standardized individually administered oral language proficiency test. The English BINL score provides District personnel with an indication of a student's English fluency level. Students may be classified as non-English-speaking, limited-English-speaking, functional-English-speaking, or proficient-English-speaking. BINL fluency classifications are part of the information used to determine whether students are limited-English-proficient (LEP) or fluent-English-proficient (FEP).

Bilingual Program Surveys

Elementary school survey forms collected classroom information about elementary pupil participation in bilingual classroom programs, individual learning programs (ILPs), teacher fluency, and paraprofessional fluency. These data were collected for each classroom. Another form obtained counts of FEP pupils, reclassified pupils, and bilingual paraprofessionals.

Secondary survey forms obtained school summary data for junior and senior high schools, continuation, opportunity, school-age mother program, and Tri-C schools (see Appendix C).

Special education school and special day class survey forms gathered descriptive information about special education Lau and AB 507 programs, student participation, and staff fluency. These forms collected data for special day classes at regular locations and special education schools. Another form obtained school summary information about special education FEP students, reclassified students, and bilingual paraprofessionals in special education schools.